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ABSTRACT

A guide designed to help local curriculum planners develop and implement curriculums to provide all students with equal access to foreign languages provides an overview of current philosophies, objectives, methods, materials, and equipment and a guide to sequential program development, articulation, and evaluation. An introductory section discusses the place of foreign languages in the total curriculum, early entry for foreign language learning, and equity factors in curriculum development. Subsequent sections address: development of local program philosophy and framework; describing programs at each level (elementary, middle/junior high school, and senior high school) and K-12 coordination; recent foreign language instructional trends (established approaches, syllabus development, recent instructional approaches and strategies, and their implications and applications); the American Council on the Teaching of Foreign Languages' Provisional Proficiency Guidelines statement of learning outcomes and its implications and applications; generic functions and proficiencies in all modern languages (outlines of communicative functions at four levels); the scope and sequence of courses in French, Spanish, German, and Latin; foreign language media (basic classroom equipment, auxiliary facilities, media centers, and computer uses; and program evaluation (improving instruction and evaluating the textbook and student performance). (MSE)

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Foreign Language

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

FL

A Guide to Curriculum Planning in Foreign Language

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Foreword

A world growing smaller makes learning a foreign language increasingly important. Students who learn a second language benefit in practical ways: they are better able to communicate with native speakers in this country and other nations; they have a better understanding of other cultures; and they are better prepared for potential careers. Moreover, students' learning skills in general are enhanced through foreign language study.

The Foreign Language Curriculum Task Force has developed *A Guide to Curriculum Planning in Foreign Language* to provide assistance and support to local school districts that want to create a comprehensive foreign language program at the elementary and/or secondary school level. The guide does not mandate a course of study, but is intended to assist local schools in planning a foreign language curriculum that is appropriate to the needs of today's students. The material presented here represents the current thinking and research findings of outstanding Wisconsin foreign language educators, and contains detailed scope and sequence suggestions for foreign languages commonly taught in Wisconsin.

Certain realities have created a demand for Americans who have at least a functional knowledge of a second language. Millions of people living in this country speak a language other than English as their everyday means of communication. Wisconsin natives in business, government, and the military are now found in all parts of the world, reflecting the United States' involvement in international trade, commerce, and diplomacy. Knowledge of a foreign language can lead to career opportunities in fields including health, law enforcement, hotel and restaurant work, and travel.

In addition, there is a strong, positive relationship between foreign language study and academic performance, particularly in language arts and social studies. Experience with magnet schools and other experimental elementary school programs has also shown that students of all backgrounds improve significantly in basic skill areas when foreign language study is added to the curriculum.

There is a compelling need for students to develop foreign language skills beyond the introductory level. In view of this, the Department of Public Instruction favors teaching foreign languages in all the middle and senior high schools of the state, and recommends that students who plan to attend a college or university study a foreign language for at least two years at the secondary school level.

Many students can profit from the linguistic and cultural insights that are provided by a well designed program in modern or classical languages. This guide's recommendations are directed to that end.

Herbert J. Grover
State Superintendent

Acknowledgments

The Foreign Language Curriculum Task Force, appointed by State Superintendent Herbert J. Grover, was given the responsibility of designing and writing the manuscript that has become *A Guide to Curriculum Planning in Foreign Language*. The task force worked diligently over a two-year period and completed the project on schedule. Each task force member has made unique, important contributions to the final product. All members worked on the scope and sequence sections in their respective languages. Raquel Kersten and Norma Rusch concentrate on the philosophy section and worked with Helena Anderson Curtain, Karen Arbit, and Sally Cullen in developing the section on program descriptions. The sections on methodological trends and generic functions were written by Constance Knop, who also made a major contribution to the design of the scope and sequence sections. Lorraine Strasheim was the author of the Latin section. Jody Thrush prepared the section on computer usage in foreign language education, while Sally Sieloff Magnan and Heidi Laabs respectively wrote the sections on testing and evaluation. Mark Seiler assumed a major responsibility in researching and preparing material for the German scope and sequence section of the guide.

In addition to the above mentioned contributions, the task force members did foreign language editing and helped with the proofing of the entire manuscript. The Foreign Language Curriculum Task Force Members were:

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The dedication of all these people who engaged in the task of preparing the new foreign language curriculum guide is gratefully acknowledged.

Frank M. Grittner, Supervisor
Second Language Education

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Content and Purposes

The specific purpose of *A Guide to Curriculum Development in Foreign Language* is to help local curriculum planners develop and implement curricula intended to provide all Wisconsin students with an equal opportunity to study foreign languages. In line with this purpose, the guide provides an overview of current philosophies, objectives, methods, materials, and equipment relating to the field of foreign language study. In addition, the guide deals with sequential program development (articulation of program) in various types and sizes of school districts. The guide also suggests methods of program evaluation.

Educators who are in the process of foreign language curriculum development should find the guide particularly useful. Others may wish to check recently developed local curricula against the items presented here. All readers can assess their degree of need for the guide by considering the following questions. If the response to most of the items is negative, then the guide is likely to be useful.

- Does the school district have a clearly stated philosophy relating to foreign language study? For example, have local educators answered the following questions?
  - — Who should study a foreign language?
  - — What value does such study have?
  - — At what age should language study begin?
  - — How long should students study a language?
  - — Which languages should be offered?
- Are school district personnel aware of the various models for helping students learn a second language? Current models include the following examples.
  - — Foreign language in the elementary school (FLES)
  - — Immersion programs
  - — Exploratory programs
  - — Middle/junior high school programs
  - — Communicative syllabus
  - — Functional/notional syllabus
  - — Computer-assisted instruction
- Has the school district identified the priority of communicative functions or speech acts that students should be able to perform in the foreign language?
- Has the school district identified the highest priority language structures (i.e., those needed for active communication) vs. those that are largely receptive, and hence less in need of intensive drill and practice?
- In the area of evaluation, has the district considered these questions?
  - — How can teachers self-evaluate their classroom performance?
  - — How can teachers evaluate student performance?
  - — How can the school district get feedback on how the program is functioning?
  - — How can teachers evaluate texts and materials?

These are a few of the questions for which this guide suggests answers. There are a number of things that the guide does not do. First, it does not provide a day-by-day lesson plan. Second, it does not prescribe a particular textbook series. Third, it is not tied to any particular philosophy, methodology, or set of instructional techniques. It is the belief of the Foreign Language Task Force that such matters are better settled locally. However, a state curriculum guide can provide suggestions and recommendations for curriculum planning that will be useful to educators in local school districts. With this purpose in mind, the task force has sought to make available in clear, concise form the latest pertinent information on building the foreign language curriculum.

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Foreign Language in the Total Curriculum

To realize maximum value from *A Guide to Curriculum Development in Foreign Language*, the reader should make use of the companion volume, *A Guide to Curriculum Planning: Purpose and Procedures*. In the latter guide, the curriculum developer will find detailed treatment of the process of curriculum development itself, irrespective of subject field. The general guide is accompanied by a series of subject matter guides which show how the process applies to a particular field of learning.

This foreign language guide treats areas including foreign language philosophies; suggested goals and objectives; procedures, approaches, and materials; foreign language student and program evaluation; and others related to developing foreign language curricula. Also, the guide includes discussions of major developments in foreign language education in the past decade and notations of problems, controversies, and unresolved questions in the field. There are suggestions for follow-up materials that can be obtained through various sources. These references are intended to facilitate the acquisition of information and materials which may be needed by the local curriculum developer. It is hoped that this guide will assist foreign language curriculum developers, including teachers, to proceed more efficiently in developing local curricula than would have been possible if the guide had not been available. The guide is not intended to answer all curricular questions; much work will remain for the local school faculty in each language. Instructional objectives for the various languages must be developed in line with local needs and philosophies. Instructional materials suited to the accomplishment of local objectives must be chosen. All of this must be consistent with the general program of the local foreign language department. If these steps are successfully taken, the locally developed curriculum guide can serve as a coordinating and articulating force within the local school district.

Early Entry for Foreign Language Learning

Foreign language programs take place in an international, national, and state context. Students currently in school might move several times during their lifetime. Equality of education demands that all students have access to educational experiences that may be beneficial to them if they move to other states or parts of the world. Students in school districts without a foreign language program are denied an essential educational experience. Moreover, substantial research shows that students who can study a foreign language at an early age have a language-learning advantage over those who cannot.

. . . students who can study a foreign language at an early age have a language-learning advantage over those who cannot.

The majority of Wisconsin school districts do offer at least one foreign language. According to a 1981-82 survey, the languages taught in Wisconsin schools, in order of popularity, are: Spanish, French, German, Latin, Hebrew, Italian, Polish, Russian, and Norwegian. The sequence of study for a few of these languages begins in 7th grade. The number of districts with entry points at the elementary level has diminished in recent years. The most recent state census (1981-82) reveals that less than 20 foreign language programs start below 7th grade. A foreign language program beginning at the elementary level gives most students the best chance to learn a language. The optimum sequence of study recommended in this guide would begin in 5th grade.

In most developed nations of the world, four years or more of foreign language study are mandated. This is based on the belief that a nation's citizens develop greater cultural and linguistic sensitivity through foreign language study, which is essential to world citizenship and commerce today and in the future. By starting early and staying with the language for many years, American students could develop the necessary skills to participate in the international business market. However, to develop such skills, many hours of instructional contact are needed. Foreign language study should start at the elementary school level and continue until graduation from high school.

Equity Factors in Curriculum Development

There are widespread assumptions in the state and nation about the differences in experiences of women and men; of people of all races, colors, and ethnic groups; and of people of varied physical and mental abilities. These assumptions often result in sorting, grouping, and tracking minority, female, and disabled students in stereotyped patterns.

Stereotyping prevents people from exploring all options and opportunities according to their individual talents and interests. The cost of bias to academic achievement, psychological and physical development, careers, and family relationships is significant. Wisconsin school district personnel are urged to value actively all persons by including the contributions, images, and experiences of all groups in curricular objectives and classroom activities. The following forms of bias should be eliminated.

Wisconsin school district personnel are urged to value actively all persons by including the contributions, images, and experiences of all groups in curricular objectives and classroom activities.

Invisibility: underrepresentation of certain groups, which leads to the implication that these groups are of less value, importance, and significance

Stereotyping: assigning only traditional and rigid roles or attributes to a group, thus limiting the abilities and potential of that group; denying students a knowledge of the diversity, complexity, and variations of any group of individuals

Imbalance/selectivity: presenting only one interpretation of an issue, situation or group; distorting reality and ignoring complex and differing viewpoints through selective presentation of materials

Unreality. presenting an unrealistic portrayal of our history and our contemporary life experience

Fragmentation/isolation: separating issues related to minorities and women from the main body of the text

Linguistic bias: excluding the role and importance of females by constant use of the generic "he" and sex-biased words

2

Establishing a Philosophy

Foreign language staff members should determine a common philosophy based on their beliefs concerning the foreign language program. This philosophy should be consistent with the total school philosophy, and should indicate the role of foreign languages in the overall curriculum. The information which follows is intended to give educators a basis for developing their local philosophy of language education.

Foreign languages provide a significant experience in international education.

Foreign languages provide a significant experience in international education. Such study enables students to penetrate the thinking of people in a foreign country as they learn not only their culture, but also their language, which is the ultimate key to understanding. This kind of learning not only provides students with a means of communication; in addition it is a sensitizing experience. It has been said that "foreign language study makes possible that ready and more nearly perfect communication between peoples upon which mutual understanding depends" (Parker).

One event that has had a marked effect on foreign languages is the Helsinki Agreement of 1975, which the United States signed with other countries to encourage the study of foreign languages and cultures. When the United States later failed to honor its commitment to the Helsinki Agreement, a presidential commission was appointed in 1978 to investigate the status of foreign languages and international education in the United States. The commission made several significant recommendations, among which are the following. As a result of these recommendations, there emerged a stronger bond between foreign languages and international education.

- Schools, colleges, and universities should reinstate foreign language requirements.
- The Department of Education should support language and international studies in high schools to serve as national models, and to offer intensive and advanced language and international studies, in addition to regular courses.
- There should be support for pedagogical experimentation in foreign language teaching, particularly in effective methodology.
- All state departments of education should have foreign language specialists. Every state should establish an Advisory Council on Foreign Languages and International Studies.

The need to cultivate international understanding through effective communication has become more urgent.

Global Interdependence and Cultural Diversity

Education has progressively become more sophisticated in a world that is constantly changing. The need to cultivate international understanding through effective communication has become more urgent.

> Whether one speaks of the number of international phone calls, telegrams, first-class letters, contracts, business and pleasure trips, or our involvement in transnational organizations, this last decade has witnessed a startling decline of American isolation (Starr).

Increased global interdependence is producing a renewed emphasis on international education in all academic disciplines. Technology, the shrinking of time and space, and growth in human interaction have made all educators acutely aware of the need for global education. Foreign language learning involves not only acquiring proficiency in the language, but also how to interact in the language and the culture of the people who speak it. Foreign language study plays a unique role in international education, and in preparing the student for responsible and effective participation in a global age.

John Naisbitt, author of *Megatrends*, believes that as the economies of the world become more globalized and we become more economically interdependent, "the more we will do the human thing, in my opinion, and become more assertive about our distinctiveness, especially our languages" (Naisbitt). In the past, the United States was the melting pot, uniformity was the goal, and the sooner immigrants became Americanized, the better. Today we are more aware of our cultural diversity as a multi-ethnic society and we are identifying more with our ancestral roots. Many people speak a language other than English in their homes; these people are interested in maintaining their language skills as well as preserving their cultural heritage. "In doing so, they preserve and develop a valuable national resource" (College Board). Naisbitt sees this point in time as a crucial one: "For Americans, it is self-evident that this is the time to learn another language—and learn it well" (Naisbitt).

Today we are more aware of our cultural diversity as a multi-ethnic society and we are identifying more with our ancestral roots.

Learning-to-Learn Skills and Career Education

Due to rapid changes in technology, it is believed that a high school graduate 35 years from now will have experienced several different jobs before retirement. Today's students need "the kind of schooling that teaches them how to think, to adapt, and to apply their mental skills to other occupational areas" (Peterson). Students need not only basic skills, but the ability to acquire new ones.

> The result that the public schools of a democratic society should seek, first and foremost, for all its children is preparation to go on learning, either at advanced levels of schooling, or in adult life, or both (Adler).

Foreign languages are particularly well suited for providing practice in learning-to-learn skills such as reasoning, conceptualizing, analyzing, and problem solving.

Foreign languages are particularly well suited for providing practice in learning-to-learn skills such as reasoning, conceptualizing, analyzing, and problem solving.

While knowledge of a foreign language is a valuable skill in itself, it is also a marketable skill. The blending of foreign language education and career education has become an integral part of the foreign language curriculum. The U.S. Department of Labor *Occupational Handbook* observes that in the next decade people will have a better chance at any job if they also have knowledge of a foreign language. This knowledge gives one a competitive edge and flexibility essential in a tight job market.

> Although American business firms do not necessarily hire applicants on the basis of foreign language skills only, the applicant with such skills in addition to others required for the position, will not only be chosen by preference over those who lack ability in a foreign language, but will probably be paid a higher salary (New York State Association of Foreign Language Teachers).

The United States faces a highly competitive international market in which knowledge of other languages and cultures is vital for our economic survival.

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Whenever surveys of business needs are conducted, certain languages invariably emerge among the top ten in demand. The order may change slightly from one survey to the next, but the overall results follow the pattern illustrated in table 1.

Table 1

Languages Businesses Request

Language	Number	Percent	Ranking Average*
Spanish	151	26%	1.3
French	98	17	2.2
German	71	12	2.5
Japanese	26	4	1.9
Portuguese	21	4	2.7
Chinese	18	3	1.8
Other	11	2	2.5
Italian	11	2	3.3
Russian	8	1	2.5
Arabic	7	1	2.1
Indonesian	0	0	0

* Respondents ranked languages according to perceived and future needs on a 1 to 5 scale. 1 = most needed.

Findings of 1974-75 study by Olympus Research Corporation as reported in Hispania *59 (1976).*

Personal Benefits

Educators should be prepared to explain the benefits of foreign language study to teachers, guidance personnel, administrators, the school board, the public, and students whenever the opportunity arises. That foreign language study is associated with high achievement in basic subjects is supported by the data displayed in table 2. The benefits are numerous and varied. Some benefits are noticed as soon as the student begins to study a foreign language. Others are realized somewhat later, and extend well beyond the learner's formal educational experience.The most frequently cited benefits of foreign language study are summarized below.

That foreign language study is associated with high achievement in basic subjects is supported by the data . . . .

Immediate Benefits

- Attaining greater academic achievement in other areas of study, including reading, social studies, and mathematics
- Developing clearer understanding of the English language and greater sensitivity to structure, vocabulary, and syntax
- Earning higher SAT and ACT scores, especially in verbal areas
- Sensing a greater awareness and deeper understanding of other cultures and developing a more positive interaction with persons from other nations
- Gaining advantageous qualifications for student exchange programs
- Developing a global attitude
- Improving knowledge of geography
- Exploring career opportunities involving foreign language
- Earning college credits while in high school and/or fulfilling a requirement for college entrance or graduation

Long-Range Benefits

- Facilitating the learning of additional foreign languages
- Acquiring an indispensable skill in a global world
- Preparing for travel for business, education, or pleasure
- Performing research abroad
- Qualifying for foreign scholarships and fellowships
- Qualifying for foreign study programs
  - — Student exchanges
  - — Junior year abroad in college
  - — Summer courses abroad
  - — Business internships abroad
- Exchanging professional ideas and information in commerce, law, education, arts
- Enhancing career opportunities
  - — Employment abroad in business, education, or government
  - — Employment in the U.S. by foreign companies
  - — Employment in the U.S. by United States export companies
  - — Employment in industries dealing with foreign tourists
  - — Employment in social services, hospitals, law enforcement

- Appreciating the aesthetics of literature, music, art, folklore
- Exchanging professional ideas and information in commerce, science, law, education, arts
- Developing more flexibility in thinking processes through problem solving, conceptualizing, and reasoning
- Enjoying the satisfaction of achieving a personal goal—learning another language

Foreign Language for All Students

Informed opinion suggests that all students should have the experience of learning a foreign language. The following quotations are representative.

> All students should become familiar with the language of another culture. Such studies should ideally begin in elementary school and at least two years of foreign language study should be required of all high school students (Boyer).

> This Task Force wants every American public student to have the opportunity to acquire proficiency in a second language (Peterson).

> With greater mobility due to technological changes everyone needs another means of communication so that he or she can live in more than one community and more than one culture (Durette).

> Every other major developed nation in the world provides four or more years of foreign language study for all students (Simon).

> . . . the ability to think, to be creative, and to use basic skills more effectively is associated with having studied a second language. Moreover, the research shows that the longer one studies a foreign language, the stronger the effect is on one's ability to function mentally (Lambert).

. . . the consensus is that some kind of significant contact with another language should be provided for all students, at some stage in their educational experience . . . .

Thus, the consensus is that some kind of significant contact with another language should be provided for all students, at some stage in their educational experience, and for at least a year. Students who demonstrate success in their continuous study of one foreign language should be encouraged to study a second foreign language.

In a democratic society where all citizens are asked to vote on public policy, which is becoming increasingly international in scope, it is necessary that all students have equal educational opportunities. "At the very heart of a multi-tract system of public schooling lies an abominable

discrimination. The system aims at different goals for different groups of children" (Adler).

The stereotyped suggestion that foreign languages are only for those who are going to college is anachronistic and elitist and should be discouraged. All students deserve the opportunity to be exposed to foreign languages. Valuable job opportunities exist for those who combine foreign languages with another skill; the skill does not necessarily need to be one acquired in college. Students who are not going to college should not be deprived of the possibility of learning another form of communication, benefiting from the cultural values of foreign language study, attaining greater academic achievement in other areas of study, or exploring a career choice. Since foreign languages are beneficial to all students, they should be part of every student's program. Table 2 shows the results of research on the learning benefits of foreign language study.

Valuable job opportunities exist for those who combine foreign languages with another skill . . . .

Selecting Foreign Languages for School Programs

Before introducing a new language to be taught or expanding the language program, the following items should be considered.

- The languages that the community and the students prefer based on local traditions and ethnic interests.
- The availability of well trained teachers who might reasonably be expected to stay with the program for a number of years.
- The number of languages that the school population can support without eliminating the possibility of offering advanced level courses. It is better to offer one language for a four-year sequence, for example, than to offer several languages for only two years each.
- The offering of less commonly taught languages. Should finances and other considerations permit, in addition to offering the commonly taught languages (French, German, Latin, Spanish) the school district should consider offering other important world languages such as Chinese Russian, or Japanese. Limiting factors, however, would be the availability of teachers and the affect of the addition on the sequence of languages already offered.
- Domestic language use. Demographic predictions are that by the year 2000 the United States will have the 5th largest Hispanic population in the world (Boyer).
- The possible need for a bilingual or ESL program.
- The transfer effect to subsequent language study. Business people have pointed out that by learning any second language, an employee becomes sensitized to all other cultures, and hence, interacts better with people from other nations. The choice of language is not as essential as having a choice to study a foreign language. While one can not predict the language most needed in the future, one can be assured that learning a second foreign language is easier after learning the first. The process of learning a foreign language makes acquiring future languages possible.

The choice of language is not as essential as having a choice to study a foreign language.

Table 2

Learning Benefits of Language Study*

Basic Skills and Attitudes	Research Findings on the Learning Benefits of Language Study				
English Vocabulary	Performance of Latin pupils on Iowa Vocabulary subtest was one full year higher than the performance of matched control pupils. (1)	Foreign language (FL) teaches context and structural cues to vocabulary. (2)	FL study increases English vocabulary (3)	Mean gain in vocabulary for FL students was 8 months in comparison with control group of 6 months. (4)	SATS, English grades and English Vocabulary Exam were higher for those studying FL. (5)
Reading Skills	FL students score higher in reading achievement: vocabulary, cognitive learning, and total reading ability. (3)	Reading skills improved (11% over control group) when students were taught Latin. (6)	Reading skills are shown to be transferable from one language to another. (7)	Reading comprehension improved by 14 months when students were taught Latin. (8)	
Transfer	Reading skills are transferable from one language to another. (7)	Speed reading in native tongue has transfer to second language learning. (2)	Students learn inferencing skills and other cognitive processes through FL study. (13)	Students learn how languages are related via a comparative study of Romance languages vocabulary. (14)	
Self-Concept	Travel abroad enhanced student cultural awareness and self-concept. (10)	Attitudes toward self and the native language group were positively correlated with proficiency in ESL.(11)	The self-concept of control group students was significantly higher for language pupils than non-language pupils. (4)		
Cultural Enrichment	Survey of pupils, parents, principals, and classroom teachers showed the program had wide acceptance and support. (1)	Bilingual education opportunities available to monolingual children. (French, Spanish, German) (9)			
Creativity	International Baccalaureate provided to gifted students in public high schools. (15)	Students scored significantly higher on tests of creativity (figural fluency and figurals flexibility). (5)			
Communication Skills	FL study develops pupil's auditory discrimination and memory. (2)	FL courses which emphasize grammar as a process or method of transferring shed light on native language grammar. (16)			

KEY: Numbers refer to references identified at the right. Please consult references for further information on each citation.

**Prepared by the ACTFL Committee on the Basics, American Council on the Teaching of Foreign Languages, Inc., 1978.*

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(13) Research by Carton reported by Hancock in *Foreign Language Annals*, February 1977.
(14) Report by Orwen in *Bulletin* of the New York State association of Foreign Language Teachers, March 1978.
(15) Report by Sensky in *Curriculum Trends*, February 1978.
(16) Report by Politzer in *International Review of Applied Linguistics*, August 1965.

Length of Study

The first objective of a foreign language program is to establish a minimum of four years of study in at least one foreign language. In schools not using a traditional schedule, a minimum of 600 total classroom hours is suggested. How this objective is achieved will vary in school districts depending upon local needs, finances, and school organization.

The first objective of a foreign language program is to establish a minimum of four years of study in at least one foreign language.

The optimum program of foreign language study should begin in elementary school, be continued through high school, and, where possible, in college. It is not enough that students learn *about* a foreign language; they should also develop proficiency.

> Achieving proficiency in a foreign language ordinarily requires from four to six years of study and should, therefore, be started in the elementary grades (Gardner).

> In order to attain any degree of proficiency, second language study should begin long before students come to high school (Boyer).

Because young children acquire good pronunciation, lack inhibitions, and learn cultural material with ease, foreign language study should begin at least by the 5th grade.

Program Articulation

In many instances, the value of elementary and junior high school programs has been diminished because of severe articulation problems. Failure to establish a continuous program, lack of uniform instructional methods, disparate time allocations, and other problems have caused programs to fail. The suggestions provided below are based upon procedures used in succesful programs around the state and nation.

- A mutually agreed upon curriculum guide should be developed by teachers who represent all instructional levels. This will help to insure continuity in learning and agreement on goals across instructional levels. Where a foreign language program is in effect in grades 9-12, the school system should be encouraged to extend the program down to 7th grade or below. When this is done, it is crucial that a separate track be established for the students who continue their study beyond 8th grade so that they are not in classes with beginning students.
- Students who have completed several years of study of a foreign language in elementary school should continue to be grouped in junior high school. They should not be combined with beginning foreign language students.
- Each foreign language student should be assured that courses will be available from the beginning point through 12th grade. Students are to be encouraged to take a longer sequence in one foreign language instead of dividing their time between two languages.

Students are to be encouraged to take a longer sequence in one foreign language instead of dividing their time between two languages.

- The time allocations for a junior high school program should be equal to the time allocated for a given level of foreign language instruction in senior high school.

Time Recommendations

. . . the two most potent variables in foreign language acquisition are allocated time and time on task.

The minimum time recommended for grades 5-6 is five 20-minute periods per week. The more desirable allocation is 125 minutes each week. This would insure adequate time for presenting communicative activities and cultural materials, which form the basis of a modern foreign language curriculum. Time allocations in grades 7-12 should range between 200 and 250 minutes weekly.

Table 3

Minimum Time Recommendations

Grades	Minutes Per Week	Periods Per Week
5-6	100-125	5
7-12	200-250	5

Research has shown that the two most potent variables in foreign language acquisition are allocated time and time on task. For example, many students can achieve some proficiency in a second language after 600 contact hours (approximately four years) of study devoted to communicative activities. One or two years of language study does provide many of the benefits of foreign language study. However, at least four years of language study are required to achieve minimal proficiency (see sections 6 and 7 for detailed proficiency descriptors).

Class Size and Multi-Level Courses

. . . at least four years of language study are required to achieve minimal proficiency.

The recommended class size for optimum results in developing communication skills is between 20 students (ideal) and 25 (maximum). Every effort should be made to keep third, fourth, and fifth year classes separate. However, multi-level classes are unavoidable under some circumstances. When this happens, it is recommended that the size of the multi-level class not exceed 10 students. It is also recommended that no more than two levels be combined and that these two levels be consecutive, advanced courses (e.g., third year combined with fourth; fourth year combined with fifth).

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3

K-12 Coordination

A description of the foreign language program at each level (elementary, middle/junior high, and senior high) is an integral part of curriculum development. Goals and objectives must be assigned to each level if a well coordinated and well articulated program is to be implemented. As each level or program is described, appropriate goals may form part of the description. The program descriptions allow the entire foreign language faculty to understand each level in relation to the overall language curriculum, and serve as a means to orient teachers who are new to the program. The descriptions also may be useful documents to distribute to parents of students who are enrolled in foreign language classes (Lester). The target language is the language of classroom communication in all of the programs described in this guide.

Foreign Language in the Elementary School

Foreign language in the elementary school (FLES) is a concept whose time has come again.

Elementary and middle school foreign language programs can provide students with sufficient time in the program of study to achieve a degree of proficiency in the second language. Teachers in elementary language programs have the advantage of working with students at an age when they are receptive to and have a great aptitude and enthusiasm for language learning.

Foreign language in the elementary school (FLES) is a concept whose time has come again. Popular in the 1950s and 1960s, the number of FLES programs declined abruptly in the last decade. Heading the list of reasons for this decline is that, in many cases, foreign languages had been simply added to the elementary curriculum without becoming an integrated part of it. Other contributing factors include a lack of teachers, a shortage of quality instructional materials, a failure to create specific goals, a demand for returning to the "basics," and the problem of articulation between elementary and secondary schools.

The educational climate of the 1980s has created a new rationale for languages in the elementary school. FLES programs now have new goals, including an emphasis on developing each student's cultural awareness. The following guidelines indicate new directions for elementary foreign language programs. They form a basis for developing a curriculum that includes the evaluation of programs and materials and the training and inservice of staff.

Curriculum Guidelines

When writing a program description, attention should be focused on the different foreign language backgrounds of the students entering the next level of instruction. Students with a FLES background should not be placed in classes with students who have not had elementary instruction. A separate, continuous program must be established for FLES graduates. The materials used must take into account the FLES graduate's previous preparation. The following list contains other important considerations for planning a foreign language curriculum.

- Language learning should occur in a meaningful communicative context: social/cultural situations; games, songs, and rhymes; experiences with arts, crafts, and sports.
- Children learn languages best without recourse to English.
- Language learning for young children should be organized in terms of concrete experiences; thus considerable planning should be given to the use of visuals, props, and realia.
- Successful language-learning activities incorporate opportunities for movement and physical activity.
- Successful language-learning activities are organized according to a communicative syllabus rather than a grammatical syllabus. Grammar should not be the object of instruction for its own sake.
- Culture is learned best through experiences with cultural practices rather than through discussion and reading. Global education must be an integral part of the curriculum.
- Language-learning activities should be geared to the child's interest level and motor skills.
- Language-learning activities should be interdisciplinary.
- Language-learning activities should establish the language as a real means of communication.
- Successful language-learning activities in the beginning stages emphasize aural comprehension rather than speaking.
- Successful language programs make provisions for the reading and writing of familiar material as appropriate to the age and interest of the students.

Successful language-learning activities are organized according to a communicative syllabus rather than a grammatical syllabus.

Planning Considerations

Possible goals of the program. In order to plan for which type of program to offer, school districts must consider the desired outcomes of the program. These outcomes could range from simply exposing students to foreign languages in an effort to motivate interest in further language study, to offering a program aimed at functional language proficiency, including the goal of reading and writing proficiency. Goals of elementary language programs must be realistically stated. The level of fluency a student will attain in a FLES class is a direct result of the amount of time students spend functioning in the language. For example, students in a program that meets two or three times a week will not be able to acquire the same level of proficiency as students enrolled in a total immersion

program, where they are in contact with the language for the entire school day.

Interest and priorities of the community. The district's community may favor one language over another, or may favor the idea of an exploratory program rather than a program that is articulated throughout kindergarten to 12th grade.

Articulation with later language programs. Students leaving the elementary program must have an appropriate course available to them for continuing their language study.

Budget. A budget must be provided for salaries, materials, and planning time to insure a quality program.

Availability of resources. Interesting instructional materials are an important part of the program; lack of commercial elementary-level foreign language materials continues to be a problem. The best solution to date has been teacher-prepared or district-prepared materials that meet varying individual needs. Publishers of foreign language materials need to meet the demands of this market.

Staffing. Certification and short- and long-term availability of teachers must be considered. The program's success also depends on the attitudes and competence of the district's existing foreign language staff.

Attitudes of elementary principals and staff. Success of the program is closely tied to the school's environment. It is vital that the principal and teachers in the school support the program.

Choice of language. This is often a difficult decision. Community interest, availability of staff and resources, and articulation should all be considered. If possible, priority should be given to selecting a strong foreign language teacher, rather than language selection. The effect of language selection on foreign language enrollments at the middle school and high school levels must also be considered. Implementing an elementary language program in more than one language may fragment the district's program and compound articulation problems. A district should provide more than one entry point into its language program.

Program Models

Elementary language programs generally can be classified into three categories, each with a different set of goals and expected student outcome: immersion, articulated foreign language in the elementary school (FLES), and non-articulated foreign language exploration (FLEX) or auxiliary programs. Variations of these models can be viewed on a continuum, beginning with exploratory or auxiliary programs, which set

the most limited objectives, and ending with immersion programs, which set the highest goals for language proficiency.

Immersion Model

In immersion programs, students are expected to master the regular curriculum and also to become functionally proficient in the foreign language. For example, fifth and sixth graders should be able to communicate in the foreign language (on topics appropriate to their age) almost as well as students of the same age for whom the language is native.

The usual curriculum activities are conducted in a second language, which is the *medium* of instruction rather than the *object* of instruction. Classroom conversations and instructions are in the second language; in this way language is acquired in play and work situations that relate to meaningful communication. The emphasis is on the learning activity, not the language.

Of all models and approaches to second language acquisition, the immersion approach, by the nature of its design, is most able to integrate language study into the pattern of the normal school curriculum.

Immersion programs can begin at any level: early immersion programs start at the beginning of elementary school, in kindergarten or 1st grade; middle or delayed immersion programs begin toward the end of elementary school in grades four or five; and late immersion programs begin at the middle school/junior high level. Immersion programs vary as to the amount of time spent daily in the second language. In total immersion programs, the second language is used for the entire school day during the first two or three years of the program. In partial immersion programs, instruction takes place in the second language for part (at least half) of the school day. Of all models and approaches to second language acquisition, the immersion approach, by the nature of its design, is most able to integrate language study into the pattern of the normal school curriculum. The common goals of immersion programs may be stated as follows.

- Students will achieve functional proficiency in the second language.
- Students will maintain and continue to develop skills in their first language.
- Students will master subject content at their appropriate grade level.
- Students will acquire an understanding and appreciation of another language and culture, which will not detract from their appreciation of their home culture.

Educators have commonly feared students in immersion programs would fall behind traditional English-only classes in learning basic subjects. But immersion-program research shows the effects of the immersion approach have been positive (Lambert). Students acquire a high degree of proficiency in the second language compared to students in traditional second-language programs. They also show equal or superior performance to their monolingual English-speaking peers in measures of subject-content mastery in mathematics, science, and social studies.

Articulated Models

FLES. Foreign language instruction begins in the elementary school and the opportunity is provided for continuing study of the same language through 12th grade. Choice of this option implies a commitment to staff the program at all levels, and maintain close communication among levels to allow for continuous progress. FLES classes are usually taught by a language specialist teacher who meets students three-to-five times a week for the equivilent of at least 100 minutes per week. Such a language specialist must have excellent language skills, as well as skills in working with elementary children. Some FLES classes are taught by the classroom teacher with the support of the language specialist.

Extended FLES. Extended foreign language in the elementary school programs offer some amount of subject content instruction along with second-language instruction. This type of program has been successfully developed, for example, with mathematics or social studies instruction combined with second-language instruction.

Non-articulated Models

Exploratory (FLEX). Exploratory programs are distinguished from articulated programs in that they are not designed primarily as the foundation of a projected long sequence of language instruction. They are self-contained programs that may range in duration from several weeks to a year. Objectives often focus on culture, orientation to language learning, and motivation for further language study. Genuine fluency in the target language cannot be attained in exploratory language programs. A short-term program often serves as a preliminary experience leading into an articulated program. The basic premise of an exploratory course is that *all* students should be exposed to second-language learning, thus introducing them to the people of the world through studying language and culture.

The basic premise of an exploratory course is that all students should be exposed to second-language learning . . . .

Exploratory programs provide an introduction to one language or several languages. Where several languages are offered, each language should have different linguistic content. Although the amount of language learned is admittedly limited, the program should still strive to give as accurate a picture of language learning as possible.

Auxiliary. Auxiliary language programs take place outside of the regular school day. They may be organized by the school district or by other community groups. Examples of auxiliary programs are ethnic Saturday schools, summer language camps and programs, and before- and after-school programs.

With the new surge of interest in elementary school language programs, curriculum planners should choose carefully from among their options. Educators should share experiences and resources to avoid the mistakes of the past and to build a permanent place for languages in the elementary school curriculum.

Foreign Language in the Middle/Junior High School

Foreign language study, particularly because of its inter-disciplinary nature, should be an integral part of the middle/junior high school student's academic experience. The program should reflect characteristics of the middle/junior high school curriculum such as balance, articulation, and flexibility. All students should have the opportunity for daily exposure to the study of a foreign language and culture.

The middle/junior high school foreign program should reflect the wide range of interests, abilities, attitudes, and maturity levels of the students. The program should be success oriented and provide active language involvement through a variety of multi-sensory activities. As with all levels, the curriculum should have a scope and sequence with appropriate objectives, tasks, content, activities, and evaluative techniques.

Foreign language program descriptions at this level vary according to the offerings at the elementary level. Because of the unique position of the middle/junior high school, several program possibilities exist.

Programs following Elementary Programs

Foreign language programs at the middle/junior high school level continue skill development begun in elementary school. Since articulation between levels is essential in second-language acquisition, the curriculum must provide the skill, vocabulary, grammatical, and cultural base on which the senior high program is established. It is recommended that classes meet on a daily basis.

Programs without Preceding Elementary Programs

In the 6th or 7th grade course, which is the beginning of the language study sequence at the middle/junior high school level, the student and the teacher concern themselves primarily with listening to and speaking the language. With the acquisition of language habits, students can then progress more rapidly when they enter the reading and writing phases.

Visual aids are used to facilitate comprehension and to present culture. Culture and civilization are integral parts of the language study; students can learn about cultural features through movies, slides, and filmstrips.

A basic vocabulary of approximately 500-600 words is acquired during this first year of study. Repetition is a necessary part of each lesson because it develops a rapid rate of recall. Translation must be avoided as much as possible if students are to be trained to think in the language they are learning (Meyer).

Another option at the middle/junior high school level is an exploratory program. The program would be similar to that described on p. 24.

Foreign Language in the Senior High School

The four major sequential steps in foreign language learning—listening, speaking, reading, and writing—are practiced on all instructional levels. As a student progresses, the emphasis shifts. Listening and speaking activities are emphasized during the first two years of language study, as students develop habits, pronunciation, and intonation. Gradually, reading and writing are integrated into daily classroom activities. All four skills are carefully guided at the beginning.

More emphasis is placed on reading and writing during the next two years of language study, as students progress in the knowledge of vocabulary and structure. There is decreasing emphasis on structured practice of separate skills as students become more independent and able to express themselves more freely in the target language.

In order to acquire communicative competence in a language, one must be able to interact meaningfully with members of other cultures.

Since studies consistently show that the goal of most foreign language students is to be able to communicate orally in the language, oral communication should be stressed at all levels of instruction. Whatever teaching method is employed, it is advisable to maximize student involvement. With successful completion of a four-year program of language study, students can expect to survive in the target-language environment, and have a basis upon which to build fluency with additional years of study.

Culture and communication are integral parts of the curriculum; culture cannot be separated from language. As the language skills are acquired, the student's cultural insight and understanding develop. Culture includes a people's everyday living patterns as well as geography, history, and the arts. The ultimate goal is for students to realize the existence of different cultures in the world and that the differences are not so much in kind as of degree. In order to acquire communicative competence in a language, one must be able to interact meaningfully with members of other cultures. This includes understanding the social rules of language use, as well as nonverbal communication.

Visual and aural reinforcement are especially necessary at the beginning levels of language study but are effective at all levels, and can be provided using a variety of materials. The language laboratory, microcomputer, and videotape player are important extensions of classroom teaching, if used in a manner that is meaningful for the student. No teaching method is suggested for any one teacher, for any one class, or for any one individual. The teacher should be cognizant of current trends and innovative techniques in foreign language methodology, and employ the best methods to achieve the desired goals.

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4

Established Approaches

In 1964, when the *Curriculum Guide for Foreign Languages in Wisconsin* was published, teachers generally were ascribing to one of two approaches to teaching a foreign language: grammar-translation or audio-lingual. Teachers using the grammar-translation approach advocate learning language through the memorization of grammar rules and vocabulary lists. This is followed by translation exercises enabling students to apply and internalize the grammar rules and vocabulary. Proponents of the audio-lingual approach view language learning as habit formation. Basic patterns of the language are taught through dialogue memorization and extended in pattern-practice drills. The learning sequence proceeds through a mimicry-memorization order of: understanding the basic sentences, exact imitation of the teacher's model, repetition of sentences to the point of memorization, variation of the structures through pattern practices, and a selection phase in which students choose among the variations to create their own sentences.

Today's foreign language teacher—while probably still using one of these approaches, through philosophical conviction or the textbook used in the school—is faced with a wide variety of views, claims, and philosophies regarding second-language learning and instruction. The purposes of this section of the guide are two-fold: to summarize recent trends and approaches proposed for foreign-language teaching, and to suggest possible applications to be drawn from them, no matter what text or basic approach is currently being used to teach a foreign language.

Syllabus Development

Grammar-Translation Syllabus

Development of the materials to be taught (the syllabus) in foreign languages is usually determined by the author's vision of what language is. In the *grammar-translation* approach, language is viewed as consisting of rule-dependent sentences. Hence, the syllabus is a series of grammar rules that describe and analyze the working of the language. Lists of vocabulary items are also included, since the translation exercises require semantic as well as grammatical content. In the audio-lingual approach, language is seen as basic structures (kernel sentences), which can be transformed through various types of manipulations to create a multitude of utterances. The syllabus, therefore, presents: (1) "seeded" dialogues, in which the basic structures to be learned have been imbedded; followed by (2) drills of substitution to expand the basic

sentences with vocabulary inserted in certain parts of the sentence; and (3) drills of transformation—morphological variations on the basic sentences. Both syllabuses include learning about culture. The grammar-translation syllabus usually presents "big-C" culture: information about the aesthetic achievements of the country being studied. In contrast, the audio-lingual syllabus focuses on "little-c" culture: patterns of daily behavior presented in the dialogue situations and language structures used.

Functional-Notional Syllabus

In recent years, more and more theorists have defined language as communicative acts and interchanges . . . .

In recent years, more and more theorists have defined language as communicative acts and interchanges involving sociolinguistic use of the language. Developers of a *functional-notional* syllabus believe that language consists of (1) the purposes and effects for which we use language, i.e., the *functions* or types of interactions in which we engage; and (2) the topics and meanings we wish to convey, i.e., the *notions*. For example, in all languages we use language to greet people, complain, excuse ourselves, apologize (typical functions), and we use language in given situations to express meanings, such as spatial or time relationships (the notions). In this functional-notional syllabus, emphasis is also placed on *sociolinguistic register level*, i.e., informal to formal use of the language, polite to impolite, weak statement to strong statement, and so on.

Therefore, developers of a functional-notional syllabus select and organize learning materials according to common situations in the given culture, notions (topics for discourse and meanings to be conveyed), and functions (linguistic and social interactions conducted through language in a speech act). Instead of presenting pre-packaged dialogues to be memorized (audio-lingual) or lists of grammatical rules (grammar-translation), this syllabus may offer a short sample dialogue in a given situation and then immediately list varied encodings (linguistic examples) for the functions occurring in that interchange.

An example from the text *Deutsch Aktiv: Lehrbuch 1* may further clarify the functional-notional approach. As seen in figure 1, the syllabus presents four examples of communicative interactions on the functions of asking for opinions, giving opinions, and reacting to opinions. These interactions take place at an art gallery, a soccer game, a restaurant, and a dress shop. In each interaction, two people ask for and give opinions in a brief exchange, using appropriate encodings for that situation. This is followed by a list of expressions that range from highly positive through neutral to highly negative. By learning these specific utterances, students are able to express a range of opinions and to react to the opinions of others in the four topic areas: art appreciation, sports, dining, and clothing.

■ Figure 1

Expressing Likes and Dislikes *(Deutsch Aktiv I)*

1

Wie finden Sie das?

Was? Ich finde es toll!

Scheußlich!

Wirklich??

2

○ Müller ist heute phantastisch.
● Ich finde Maier noch besser.
○ Ja, da haben Sie recht.
Aber der Schiedsrichter ....
● Eine Katastrophe!
○ Wirklich!

3

Na, wie schmeckt dir das?

Die Bratwürste sind sehr gut. Aber das Sauerkraut schmeckt mir nicht.

4

○ Wie gefällt dir das Kleid?
● Welches?
○ Das da?
● Nicht so gut, etwas langweilig.
○ Hm, das finde ich nicht.
● Das da hinten gefällt mir besser.
So?

Wie finden Sie findest du	das ... den... die ...	?	Phantastisch! Ausgezeichnet! Toll/Prima! Sehr gut! Gut. Es geht. Etwas langweilig. Komisch. Nicht so gut. Schlecht. Scheußlich! Eine Katastrophe!	Das finde ich nicht! So? Wirklich? Stimmt! Da haben Sie recht! Das finde ich auch! Wirklich! Ganz richtig!
Wie gefällt Ihnen der	das ... der ... die ...	?		
Wie schmeckt Ihnen dir	das ... der ... die ...	?		

1

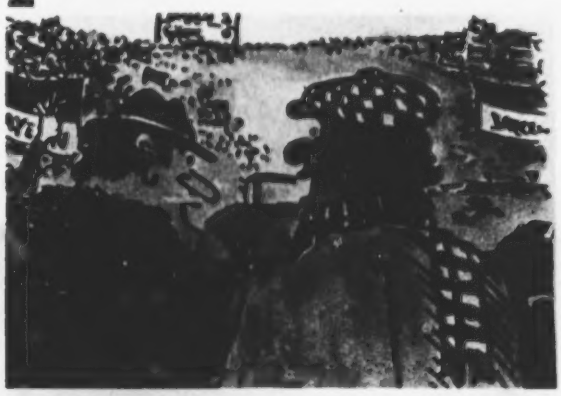
What's your opinion of that?

It's horrible!

Really? I think it's great!

Really??

2



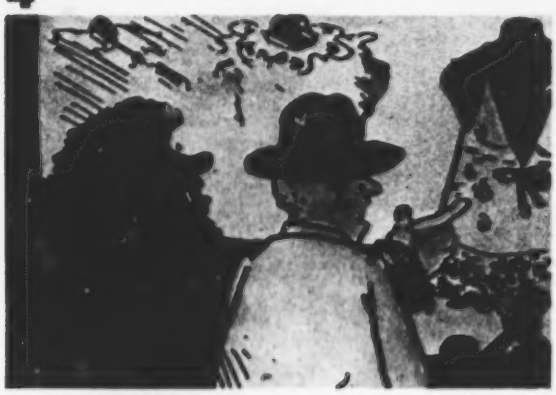
○ Mueller is fantastic today.
● I think that Maier is even better.
○ Yeah, you're right about that. But the official (referee) . . . .
● He's a disaster!
○ That's for sure!

3

Well, how do you like that? (How does that taste to you.)

The bratwursts are really great. But I don't like the sauerkraut.

4



○ How do you like that dress?
● Which one?
○ That one, there!
● Not very well. It's just so so . . . .
○ Hmm, I don't agree with that.
● The one there in back; I like that a lot better. What do you think?

What's your opinion about the . . .	neuter feminine masculine	?	Fantastic! Excellent! Great! Very good! Good. So so. Somewhat boring. Silly. Not so good. Bad. Horrible! A disaster!	I don't agree! Is that so? Really? I agree! You're right about that! I agree with you on that! Right! That's for sure!
How do you like . . .	familiar polite	?		
How does this taste to you?	familiar polite	?		

Deutsch Aktiv: Lehrbuch 1, Berlin and München, Langenscheidt KG, 1979. Used with permission of the publisher.

Students practice all of these variations and then create their own communicative interchange, selecting items to express the functions and the register level they wish to convey.

While very few "pure" functional-notional syllabuses are on the market today in the United States, many recent textbooks have attempted to add a functional-notional dimension to their materials. In some cases, the authors present grammar in terms of its function—its purpose or effect. For example, the conditional is taught as a means of expressing wishes or giving commands in a polite way, while direct commands are taught as demanding or even rude ways of expressing a desire. The negative may be taught with the function of expressing pessimism or expressing disagreement. In French, the imperfect tense can be taught with the function of expressing a routine. Another textbook implementation of the functional-notional syllabus is the use of exercises requiring communicative interaction, e.g., "You are lost in Madrid and need help. Here are some questions that you might need to ask." The approach also is implemented by focusing on differing social register levels, presenting gradations of meaning on a function. For example:

> The person you are talking to says he/she has a headache. Express sympathy, depending on how well you know him/her.
> *Possible examples (formal)*: "I'm so very sorry. That's really too bad. May I offer you an aspirin?"
> *Possible examples (informal)*: "I'm sorry. That's too bad. Want an aspirin?"

Recent Instructional Approaches and Strategies

Even more than in the area of foreign-language syllabus development, a wide variety of instructional approaches and suggested methodologies have been proposed in recent years. Most often, these approaches—and their accompanying suggestions for instructional strategies—have grown out of theories of language acquisition.

Monitor Theory of Language Acquisition

Stephen Krashen hypothesizes that we learn language through two processes: (1) *acquiring language*—developing ability in a language by using it in natural, communicative situations; and (2) *language learning*—knowing the rules; having a conscious knowledge about grammar (Krashen and Terrell). This knowledge of grammar serves as a monitor that changes our language output, correcting natural speech either before we speak or write it or afterwards in self-correction.

Krashen has fully developed this theory, and espouses the following principles and instructional strategies as the *natural approach*.

Comprehension precedes production. For acquisition to occur, the student must understand what is being said. Krashen calls this giving students "comprehensible input." Teachers using the natural approach always use the target language and also provide for student comprehension.

Teachers using the natural approach always use the target language and also provide for student comprehension.

Production is allowed to emerge in stages, much like first language production (e.g., first responding by nonverbal communication, then answering with a single word, next responding by combining two or three words, etc.). Students are not forced to speak before they feel ready to do so. Errors that do not interfere with communication are not corrected, as correcting develops learning but not acquisition.

The syllabus consists of communicative goals and topics, chosen by the teacher. That is, this approach does not suggest a sequence of topics, grammar points, or vocabulary. No focused practice of specific grammatical structures is included, as proponents of the natural approach insist that grammar will be effectively acquired through communicative activities with comprehensible input.

The "affective filter" of students must be kept low (i.e., tension must be kept at as low a level as possible). Acquisition can only occur if students are in an environment that has a low anxiety level. Here again, proponents point out the need for interesting and relevant communicative activities, a small amount of error correcting, and allowing language production to emerge when students feel comfortable and ready.

Total Physical Response

James Asher advocates an extended period of listening to and acting out of commands before students speak the language (Asher). Drawing on his research, he has proposed the *total physical response* approach in language acquisition. In his research, Asher found that experimental groups that had an extended pre-speaking phase of listening to and obeying a variety of increasingly complex commands before speaking the language performed better on speaking tests than did students who spoke the language from the first day of class. He attributes this success to the total physical involvement of students (seeing others act out imperatives, acting them out, seeing the visual signs used in the ever-expanding commands) and to the focus on listening comprehension, which others (e.g., Postovsky) also have found to have a positive effect on the development of other language skills. Asher notes that vocabulary and grammar can be taught in the context of meaningful extended imperatives (see Krashen's discussion of "meaningful input"), such as, "Go put the blue pencil on top of the black chair, but not until you have put the chair next to the table." Like François Gouin, Asher emphasizes

the linking of language and physical actions as powerful forces for aiding meaning, comprehension, and retention. As in the natural approach, syllabus design is not prescribed, but is left to the teacher's imagination and goals. How long the total physical response approach is to last before introducing speaking activities is also not dictated but, again like the natural approach, speaking activities seem to begin when the students feel comfortable and ready. Some proponents of this approach, (e.g., Wolfe), advocate 10 to 15 minutes of physical response activities every day, even after speaking activities have begun.

Communicative Competence Movement

In the 1970s, leaders in the profession (e.g., Dell Hymes, Sandra Savignon) began to call for more emphasis on developing *communicative competence* in students. They defined communicative competence as an interchange between people in which new, unknown information is exchanged (Savignon 1972). They noted that in the grammar-translation and audio-lingual approaches, language learners may have developed linquistic competence—the ability to produce discreet sounds, vocabulary items, grammatical forms, even whole sentences, but not necessarily communicative competence—the ability to interact appropriately, both linguistically and socially, in a spontaneous interchange involving the exchange of new, unknown, realistic information and ideas. They pointed out an obvious, but previously unobserved, point that students learn to communicate only if they engage in communicative and information-sharing activities. That is, as a further step beyond memorization of sentences, students need to have daily activities that encourage and allow them to engage in realistic, meaningful conversation and communication.

. . . students learn to communicate only if they engage in communicative and information-sharing activities.

While some leaders in the 1980s call for a "communicative syllabus," no definite guidelines for one have yet been developed in the United States nor have any materials yet emerged. Instead, most theorists and methodologists have suggested a wide variety of communicative activities as a follow-up to the basic materials in textbooks and as an addition to a basic syllabus. These activities include role-playing, problem-solving, interviews, talking one's way out of a situation, etc. (see Rivers for an extended list of these activities). Emphasis is placed on including communicative, open-ended activities every class period if students are to achieve communicative competence.

In her latest work (1983), Savignon has further developed the definition of communicative competence by identifying it through its four components.

Grammatical competence: recognition of the grammatical features and sounds of a language, and production of them to form words and sentences; students use grammatical rules rather than state them

Sociolinguistic competence: an understanding of register level and of the social rules, roles, and interactions in a language (who says what to whom, when, and in what order in a conversation)

Discourse competence: recognizing and observing the organizational patterns of linguistic interactions and the sequencing of these patterns

Strategic competence: coping and survival techniques such as circumlocution, asking for repetition, using "filler" and hesitation words, paraphrasing, acting out meaning, and pauses while still holding the other's attention

These four components are skills called for in the *American Council on the Teaching of Foreign Languages (ACTFL) Provisional Proficiency Guidelines* and in section 7—on instructional scope and sequence—in this guide.

Nontraditional Approaches

The following three approaches are being presented together because all of them emphasize that class atmosphere and the interactions and relationships between the teacher and students affect language acquisition.

Counseling-Learning

Curran's *counseling-learning* approach is closely related to group counseling procedures and to his "whole-person" model of learning (Stevick). Curran believes that adult learners experience difficulties learning a foreign language because of emotional or affective barriers (see Krashen's "affective filter"); his approach stresses strategies to reduce anxiety and negative feelings in the classroom. To that end, he suggests creating a community of learners for whom the teacher is a counselor ("knower"). Students sit facing each other in a circle. When one student wants to say something to the group, the teacher (outside the circle) comes up behind the student, listens to the utterance in English and whispers the equivalent in the target language, which the student then says. Whoever wishes to respond raises his/her hand and the teacher again whispers the phrase in the language. This willing "give and take" continues for about ten minutes and is tape recorded for follow-up listening, speaking, reading, and writing activities. As such, then, this is a learner-centered approach, with the teacher taking the role of respondent to learners' communicative needs.

The Silent Way

Gategno's *silent way* approach is also learner-centered, but in a very different way (Stevick). In this approach, the teacher is usually silent. Gategno believes that students possess knowledge about language and that the teacher's role is to draw out this knowledge. Instead of modeling the language, the teacher uses colored rods to represent various basic sounds in the native and target language, and asks students to produce the sounds. If one student does not produce the sound correctly, the

teacher calls on other students until the sound is produced correctly. The sounds are then combined into words and the words into utterances, using a combination of charts and rods of different colors and sizes. Gategno operates on several principles based on his vision of developing one's self, including the following: learning is work; the work must be done by the student in a conscious, aware effort; the work takes place within the student, but it is fostered by listening to other students' efforts and learning from them. This is not to say that the teacher does not play a very important role in this approach; indeed, special training is needed to acquire appropriate instructional skills used in this approach. As with other instructional approaches described here, the syllabus is not prescribed, but rather is developed by the teacher and shaped by the student's needs and progress.

Suggestopedia

Like the counseling-learning approach, *suggestopedia* emphasizes the need for a relaxed atmosphere if learning is to occur (Stevick). Unlike the silent way, Lozanov's suggestopedia involves the unconscious functions of the learner as well as conscious ones. The learning materials are presented orally in association with music and are phrased to coincide with the cadences, rhythms, and beats of that music. Students are seated in relaxed positions in easy chairs as they listen to the music and words, attaining "psychic relaxation", which Lozanov claims can speed the learning process and aid retention. Tension may be further reduced by giving students printed texts in parallel native language/target language versions, and by permitting teachers to give quietly spoken translations when needed. As in the natural approach, students listen to the utterances as many times as they wish, and begin to say them when they feel ready to do so. No single student is called on; rather questions are addressed to the whole class and those who wish to respond do so for the entire class. It is clear that this approach, like the counseling-learning one, seeks to lower the affective filter of students and to create a community of learners. This approach offers well developed materials and requires careful teacher training.

. . . language is best acquired by using that language as a means to explore ideas and feelings and as a medium of instruction and learning, rather than as an object of study per se.

Foreign Language as the Medium of Instruction

The following three approaches, while quite different in goals, are being presented together because a basic tenet of each is that another language is best acquired by using that language as a *means* to explore ideas and feelings and as a *medium* of instruction and learning, rather than as an object of study per se.

Immersion

Encouraged by impressive research and the results of the immersion approach used in selected schools in Canada, elementary schools in various parts of the United States have adopted an *immersion* approach in

their programs. As noted earlier in this guide, an immersion approach calls for teaching the regular elementary or secondary school curriculum *through* a foreign language. That is, students study mathematics, history, science, and other subjects in the second language. The language becomes the means rather than the object of instruction.

The goals of this approach include functional proficiency in a second language as well as mastery of curriculum content. In addition, research has shown that students in an immersion approach score significantly higher than monolingual control groups in English language skills, mathematics skills, work-study skills, and tests of divergent thinking. Near-native speakers of the language and appropriate curriculum materials in the second language are crucial to the success of any immersion approach. In Wisconsin, selected schools in Milwaukee now offer an immersion approach in French, German, and Spanish.

While foreign language teachers may not be totally able to adopt an immersion approach in their classrooms, teaching the entire curriculum in the second language, this guide proposes that all instructional strategies (e.g., directions, rewards) be implemented in the second language by teachers and students, *starting in the first level.* In the first level, students are also expected and taught to carry out common classroom functions in the second language (e.g., expressing confusion, making excuses). In this way, the daily routine of the class provides recurring experiences for developing communicative and functional proficiency at the first level of instruction, at least within the framework of the classroom situation and its functions.

. . . global education calls for studying curriculum content through the medium of the second language.

Global Education

Like the immersion approach, *global education* calls for studying curriculum content through the medium of the second language. Specifically, foreign language teachers are encouraged to create curriculum units that fit in with topics included in global studies, such as the study of other cultures, basic concepts and principles related to the world community, and the various systems in our world—social, cultural, racial, economic, linguistic, technological, and ecological. Linking up with other teachers, the foreign language teacher could create a "curricular complement"—lessons on the same topic taught in various disciplines. Strasheim suggests, for example, that a unit in the foreign language class on foods, meals, and table manners could be taught in conjunction with a social studies unit on the food chain and calorie consumption around the world, and with a home economics' unit dealing with the preparation of foreign food. In addition to acquiring language skills through the study of these topics, students are likely to gain insights about the universality of the human condition, interest in and tolerance of other cultures, and concern for the future of this planet and its inhabitants.

Confluent Education

Sometimes called humanistic education, *confluent education* calls for use of language for students to examine and explore their feelings and values, and to expand their affective expression and imagination. Specifically, Galyean states that "the purpose of confluent education is to integrate the goals of traditional teaching, such as cognitive subject mastery, with the nontraditional goals of self-awareness and acceptance, positive interpersonal relations, responsible nonmanipulative behavior, and the means for ongoing personality integration" (Galyean). To that end, language skills are developed in activities such as: reacting to "here-and-now" events (like the weather or a current event); answering affective-level questions ("How do you feel when...?" "How do you feel about...?"); or participating in values clarification exercises. The focus is on the purpose of the activity and the content of students' responses, using and developing language skills as a means of exploring personal ideas and feelings, and communicating them between and among students.

Implications and Applications of Recent Trends

The authors of this guide are not advocating total adoption of any one of these recently developed approaches or movements. Given the variables that teachers face in classroom conditions, class size, goals of the school district or foreign language department, textbooks, and their own methodological training and philosophy, it would be difficult to prescribe any one approach for teaching a second language. Moreover, none of these approaches has a well documented research base or any other concrete proof of its success compared to any other approach. What the guide does offer is the following synthesis of ideas and principles that recur among these approaches as strategies for teachers to implement in their teaching.

All of the approaches advocate realistic and consistent use of the target language . . . .

Maximum Use of Target Language in Classroom Interactions

All of the approaches advocate realistic and consistent use of the target language, both in presenting and drilling material and in daily classroom interactions between teacher and students and among students.

Longer Listening Phase Before Moving to Speaking Activities

Asher's and Postovsky's research has documented improved oral production and retention when students have an extended meaning-filled listening phase before beginning to speak as compared to students who began speaking from the first few minutes of instruction (Asher). In the

natural approach, Krashen and Terrell also point out the need for comprehensible input—listening activities in which the meaning of words and utterances is clarified and reinforced (Krashen and Terrell). Foreign language teachers need to remember that when they say, "listen and repeat," they are asking students to perceive the sounds of the language, understand, and remember the meaning of the words and phrases, and recall these newly presented materials for oral production. By repeating a new utterance two or three times while presenting meaning reinforcers, they give students the necessary time to comprehend, process, and produce the utterance.

More Open-Ended and Communicative Activities—Everyday

If students are to learn to communicate, they must engage in daily activities that give them opportunities and experiences in communication. This can be done even in the first level by asking an open-ended question after a pattern practice (e.g., after drilling on foods, ask students what food they like and what food they hate). Or students could work in pairs, conducting interviews (e.g., after learning vocabulary on families or the house, the teacher could have students practice the questions normally asked by the teacher, such as "How many brothers/sisters do you have?" or "How many rooms are there in your house?" and then put students in pairs to ask and answer each other's questions.)

If students are to learn to communicate, they must engage in daily activities that give them opportunities and experiences in communication.

As a follow-up, students could report orally to the class on the answers obtained or write a simple paragraph about their friend's family or house. Every class session should contain communicatively based activities (such as interviews, role-playing, exchanging reactions to a situation, expressing affective-level preferences, etc.). Only by communicating and exchanging ideas and information through the language will students learn to use language for a purpose and learn to communicate.

Avoidance of Error Correcting During Communicative Activities

As a corollary to the preceding point, it is important for teachers to accept the content of the student's language, instead of focusing on its accuracy, in communicative interchanges. Rather than overtly correcting a student's error, the teacher could ask for clarification (e.g., if a student has said, "I don't have no money," the teacher could respond, "You don't have...what?" or give a paraphrase, "Oh, you don't have any money. I don't have any money either.") If several students make the same type of mistake, a follow-up drill—later in the period or the next day—could focus on eradicating that type of error. If students are constantly interrupted when they attempt to communicate, they lose their train of thought. If they are constantly corrected, they lose the courage and desire to try to communicate in the language. We need to be supportive of their attempts to communicate. Positive, supportive, and encouraging reactions from the teacher (as called for in the counseling-learning and natural approaches)

will create a classroom climate that develops a sense of trust and is conducive to communication.

Reduction of Material Covered in Each Level of Instruction

Communicative, functional use of language is always listed as students' first goal in studying a language.

Communicative, functional use of language is always listed as students' first goal in studying a language. Most foreign language teachers also place high priority on students being able to *use* the language—in listening, speaking, reading, and writing activities. Yet teachers continue to feel that they must "finish the book," and cover a given corpus of grammar and vocabulary per level. In their attempts to present and cover these mateirals, they usually spend most of class time in "skill-getting" activities (rote-level drill of new material or reinforcement of previous material). Thus, they have little time left for "skill-using" activities (i.e., communicative activities, such as interviews, role-playing, problem solving, or discussion of culture). If students are to attain proficiency in the functional and communicative use of a language, class time must be provided for active and communicative experiences in using the language. It follows, then, that the amount of material covered per level should be reduced so that students have time to internalize the material, and move to proficiency in using it for communication. Section 7 of this guide contains suggestions for distributing grammar and vocabulary study over a four-year sequence, with smaller amounts presented in each level, and with active communicative use of those materials included in every level.

Note: References for section 4 are listed following section 5.

5

A Statement of Learning Outcomes

In 1981, the American Council on the Teaching of Foreign Languages (ACTFL) published its *Provisional Proficiency Guidelines*. Developed in response to recommendations by various national task forces and to requests from the profession, these guidelines give both generic and language-specific descriptions of language learners' abilities at succeeding levels of proficiency development. These descriptions, based on the Foreign Service Institute's (FSI) oral interview test, indicate communicative interactions and functions that learners carry out as they progress from the novice stage to the superior level in proficiency. While heavily influenced by the FSI oral interview, the guidelines nevertheless provide descriptions of proficiency in all skill areas.

The ACTFL guidelines advocate no particular language-teaching method or approach. The guidelines are meant to describe linguistic abilities that are typical of learners at different stages of proficiency, no matter what methodology is used for instruction. However, in describing proficiency stages, the guidelines do reflect tenets of the functional-notional syllabus, as the tasks are described in terms of functions that students can carry out (e.g., giving descriptions, narrating in the past or future, hypothesizing, defending opinions). These guidelines also reflect ideas from the communicative competence movement, as proficiency is not judged by discreet aspects of linguistic competence but rather by the ability to "survive" and interact in communicative interchanges, situations, and tasks (e.g., responding in an interview, role-playing, going shopping, problem-solving).

Language Proficiency

The ACTFL guidelines include the statement that their organizing principle is language proficiency—the ability to function effectively in the language in various real-life contexts. This proficiency is made up of three components.

- Linguistic functions that the student is able to express and carry out
- Topics and content that can be discussed
- Degree of accuracy of the communicated message

. . . students can carry out communicative interchanges, even early in language study.

These three components are present in the descriptions of proficiency at every level, in every skill. The components become increasingly developed as the student moves up the proficiency scale. This implies, first, that students can carry out communicative interchanges, even early in language study. These interchanges will at first be conveyed with limited functions (e.g., reciting memorized formulas, making a simple description) on simple, non-complicated content (e.g., classroom interactions that recur on a daily basis, concrete visual aids) with non-native accuracy in pronunciation and grammar (but at a level comprehensible to natives used to dealing with foreigners).

Secondly, the functions become more and more complex as students move up the proficiency scale (e.g., initiating a conversation to seek information or help). Also, the content becomes more sophisticated and extended in the amount and complexity of discourse (e.g., students can recount events in the future or past). In addition, accuracy becomes more and more acceptable to native speakers (whose tolerance for errors is usually greater than that of a classroom teacher).

Grammar for Communicative Functions

Grammar is not excluded from consideration in evaluating proficiency in the ACTFL guidelines. In fact, grammatical accuracy may determine the difference between a rating of *advanced* and *advanced plus*. However, grammar is not considered an end in itself. Rather, grammar is used to carry out communicative tasks and functions and, as such, is subsidiary to the communication itself. Also, grammatical quantity is not an issue, as proficiency can be attained with a relatively small corpus of grammar—certainly with less than is usually covered in a typical language sequence in our schools. What students can do with language and grammar is of prime consideration, not how many grammatical rules they can recite, or what discreet grammatical form they can produce from memory for fill-in-the-blank tests of pattern-practice recitation.

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Both the ACTFL *Provisional Proficiency Guidelines* and section 7 of this guide propose that teachers need to consider reducing the amount of grammar covered each year, and, focusing on this "reduced grammatical syllabus," that students are provided with communicative activities in which they can actively use the material they are studying. The guide's authors are not advocating omitting grammar from the curriculum. Instead, this guide indicates how teachers can systematically cover, and re-enter, from year to year smaller segments of grammar that have been designated per level for the proposed functions. After this four-year sequence, students will still have covered the same amount of grammar that is typically covered in a two-year sequence,and then often re-taught for the next two years of study. More importantly, they will have learned to use that grammar in a functional, communicative way.

Generic Functions

Therefore, unlike previous statements of learning outcomes, ACTFL's guidelines and this guide's scope and sequence of curriculum content are not prescribed by a linear grammatical sequence of linguistic development. Instead, the authors of this guide have drawn upon the ACTFL guidelines to develop a statement of generic functions that students could carry out after 150 hours (level one), 300 hours (level two), and 450-600 hours (level three and level four) of classroom instruction. What the students are able to do with language— the functions they can carry out—are listed and described in a sequential development, from level to level. Then the authors have chosen the grammatical forms necessary to carry out the specified functions. In addition, the authors

have listed the parts of speech, topics, and cultural knowledge that are also needed to carry out the functions.

Like the functions listed in the ACTFL guidelines, topics, functions, and interactions described in this guide move from simple to complex as students progress from level to level. The guide focuses on:

- the use of language *to survive in the classroom* (Level I);
- the use of language *to survive in the target culture* as a tourist might (Level II);
- the use of language *to live and function socially in the target culture* (Level III/Level IV).

Cyclical Grammar Learning

Grammar and parts of speech recur cyclically, with students first using some grammar points functionally and in a limited way (e.g., imperatives of irregular verbs and the conditional form "I would like" are used in the first level). Later, in the second level, these items recur with expansion to other verbs and to other persons. Students' accuracy in grammar and pronunciation is not expected to be exact or perfect, particularly at the beginning level—accepting this fact is crucial to having students communicate in the language starting in the first level. However, students are expected to improve in accuracy as they continue studying the language and are exposed to recurring and frequently used utterances in the language.

Implications and Applications of ACTFL Guidelines

The ACTFL proficiency guidelines already have made a strong impact on the profession. In Texas, legislation has been passed to require prospective foreign language teachers to be tested on their language proficiency as part of the certification process. At several United States universities, students will have to pass an oral proficiency exam to meet a language requirement at a certain level, regardless of how many credits they have accumulated. In Wisconsin, the authors of this guide have used the guidelines as a basis for developing the generic functions for levels of language instruction, and for selecting and limiting curriculum content in each language per level of instruction. Teachers may ask what impact the ACTFL guidelines and this guide will have on their teaching. The authors propose the following guidelines as crucial for teachers to consider as they help students develop proficiency in the target language.

Maximum, Consistent Use of Target Language in Class by Teacher

The teacher should immerse students in a "climate of sound," using the target language from the very first day of instruction. This includes, for example, greetings, directions (which at first can be acted out for clarity), rewards, explanations (using the target language will probably cause the teacher to simplify, shorten, and clarify explanations), and leave-takings.

The teacher should immerse students in a "climate of sound," using the target language from the very first day of instruction.

In using the target language, the teacher should use the appropriate register level. This includes using the formal and informal level (e.g., addressing an individual student using the informal level); polite commands (e.g., "Please go to the board" instead of "Go to the board"); and realistic rewards (e.g., instead of saying "very good" when a student answers a question, reacting to the content of the answer with agreement—"So do I," surprise—"Do you really?", or seeking more information—"Which movie did you see?"). Accuracy of the teacher's model is crucial, since students copy the model to which they are exposed. By taping conversation in a class, a teacher can analyze the variety of command types used, the quality and variety of rewards, and the accuracy of the language.

Maximum, Consistent Use of Target Language in Class by Students

By the end of Level I (150 hours of instruction), students are expected to understand all class activities conducted in the target language, and to use the target language to meet their survival needs. That is, students should be able to:

- ask for clarification;
- react to classroom events by expressing enthusiasm/dissatisfaction;
- ask permission;
- give greetings and leave-takings;
- interact with the teacher and other students in daily, typical communicative interchanges.

If the teacher is consistently using the language in realistic interchanges and situations, students will learn a great deal of language from this recurring exposure to the target language.

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Daily Expressions

In addition, the teacher may choose to provide on a daily basis, expressions that students need to use in daily classroom events. Using the "password" technique (students must be able to say a given expression before leaving the room that day), the teacher can teach useful expressions, organized around a function suggested in this guide. For example, in the first week, the function could be "expressing confusion" (surely a basic survival-level function). On day one, the teacher could

show the expression in the target language, written on a cue card or strip of construction paper (e.g., **"Je ne sais pas," "No sé," "Ich weiss nicht"**). While saying the expression in the target language, the teacher turns the paper over to show the English rendition. The teacher then role plays, (e.g., talking jibberish or asking an impossible question) and requires students to use realistically the expression, "I don't know." Similar work on succeeding days could be done with "I don't understand," "Please repeat," "More slowly, please," so that at the end of the week, students have practiced five different ways of expressing confusion.

The daily expressions are posted in an area of the room and, from then on, students must say that expression in the target language. By numbering the expressions, the teacher can easily cue students to use them. When the student says the item in English, the teacher simply calls out the appropriate number. At the end of the week, students copy those expressions in their notebooks and are thereafter expected to use them in classroom interactions. Because the classroom routine does involve recurring functions (e.g., expressing confusion, complaining, asking permission), continued daily use of those expressions is built into class sessions and the expressions become internalized.

Another way of helping students to understand and use the target language is to put an outline of the lesson plan on the board.

Lesson Outline

Another way of helping students to understand and use the target language is to put an outline of the lesson plan on the board. This outline would be written in the target language and can contain examples of how the activity will be carried out. The written support helps many students better understand oral communication. Examples give them a model to follow in the activities. Also the teacher could ask the students what the next activity is, encouraging students to announce the transitions between activities, and building their oral skills regarding classroom topics. Sample 1 shows a possible lesson plan outline.

■ Sample 1

Lesson Plan

1. Révision du dialogue, "Au Café"	1. Review of the dialogue, "At the Cafe"
2. Un nouveau verb: <u>prendre</u> Que <u>prenez-vous</u> au café?	2. A new verb: **prendre** What do you *order (take)* in a cafe?
3. Expressions de quantité: **Je prends du pain.** **Je prends <u>beaucoup de</u> pain.** **Je prends <u>un peu de</u> pain**	3. Expressions of quantity I take some bread. I take *a lot of* bread. I take *a little* bread.
4. Exercice écrit: Expressions de quantité	4. Written exercise expressions of quantity
5. Le négatif: **Je prends du pain** **Je ne prends pas de pain** **Je prends du beurre.** **Je ne prends pas de beurre.**	5. The negative I take some bread. I do *not* take any bread. I take some butter. I do *not* take any butter.
6. Un jeu: Jacques dit...	6. A Game: Simon Says

Checklist

Another technique for encouraging students to use the target language in class is to keep a checklist of how many times a student speaks in the target language during the class hour. Each day, a different student could be assigned to keep track of students as they talk in the second language. Using the seating chart or a list of names, a student simply makes a mark next to the person's name each time he or she speaks, using the target language appropriately and realistically. The final tally gives the teacher an objective count of how often students are talking in class. The tally may also serve as a reminder to call on a greater variety of students. From time to time, an "oral participation grade" might be assigned students on the basis of the frequency of their contributions. Since credit is given only for using the second language, students have concrete proof that speaking in the second language is a valued classroom activity.

From time to time, an "oral participation grade" might be assigned students on the basis of the frequency of their contributions.

Opportunities and Training in Asking Questions/Initiating Communication

Study after study of classroom interactions indicates that the typical instructional pattern is that of the teacher questioning, followed by the students answering. In the ACTFL proficiency guidelines, one of the functions that differentiates an intermediate-level speaker from a novice is the ability to ask questions. If students are to learn to communicate, they must be able to initiate a conversation as well as respond in one. Therefore, students need activities and opportunities for training and allowing them to ask questions.

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Warm-Up

This part of the lesson is an ideal time for student-led interactions, as material covered then is supposedly very familiar. Typically, the teacher asks students how they are, what the weather is like, what time it is, along with questions on homework or recently presented material. This activity could easily be led by a student in several ways.

- After the teacher has asked a question (e.g., "How are you?"), he or she calls for student repetition and practice of that question, and then has students interact in pairs to ask and answer the question of each other. A follow-up question ("How is Mary?") could be used for other verb forms, and would also be communicative in sharing information gained in the "mini-interview."
- As students enter the classroom, the teacher hands them each a numbered slip of paper with a question on it (questions that have been heard and used in class). Then in the warm-up, the teacher simply calls out a number, a student asks a question, and calls on others to answer. As an alternative, the teacher could again have students work in pairs to ask and answer their questions.
- Students could be asked to bring a picture or drawing to class along with three questions related to it. The warm-up would then consist of a student-led "whole group" activity or pair work, with students asking and answering each other's questions on their visual aid. Students should, of course, be encouraged to bring visuals that relate to recently covered topics and expressions.

Working in pairs provides opportunities for students to ask questions and use the language communicatively.

Pair Work

Working in pairs provides opportunities for students to ask questions and use the language communicatively. In addition to pair work during the warm-up, students could carry out follow-up activities on materials presented in class. Interviews could easily be done in pair work. For example, after working on expressions pertaining to the family or parts of the house, the teacher could ask and write on the board questions typically asked of individual students as a follow-up activity (e.g., "How many brothers do you have? How old are they? What are their names?" or "How many rooms are there in your house? Do you have a large or small

kitchen?") After repeating these questions for oral practice, the students could work in pairs to seek information from each other. In this way, all students are involved during this activity, both in asking and answering questions. Afterwards, the teacher could ask for a brief summary from student pairs or ask specific questions on the information (e.g., "How many brothers does Peter have?" thus moving to the third-person form) or assign a written composition for the next day in which students report on the information in a cohesive paragraph. (Those paragraphs could then be used as a "Who am I?" activity in class, with the teacher or a student reading them and others guessing who the person is.)

To add further interest to the interviews, students could be asked to try to guess the partner's answers before asking the questions and would be awarded points for each correct answer guessed. For example, with questions on food vocabulary like—"Do you eat meat or fish?" "Do you prefer peas or carrots?" "Do you eat a lot of salad or a lot of dessert?"—students first circle the answer they think the other will give and then ask and record the answers. As a follow-up, students could report back orally, write a composition, or a poll could be taken that gives a class profile of preferences.

Learning Games

Games involving questioning by students, are another opportunity for training and encouraging students to make up questions.

Games involving questioning by students, are another opportunity for training and encouraging students to make up questions. "Who am I?" and "Here is a present" are two games that: motivate students to speak in the target language; train them to initiate conversation, not just respond; and force them to seek information, not just give it. These two activities are based on the format of "20 Questions," in that students are allowed to ask up to 20 yes/no questions in order to guess the answer. In "Who am I?" the teacher pretends to be a famous person, and the students ask a maximum of 20 questions until someone finally has enough information to guess the identity. Whoever thinks he/she knows the answer should be encouraged not to call it out, but rather make a hand gesture to indicate being ready to answer. The student then must wait until all 20 questions have been exhausted—to be sure of his/her answer—and also to have maximum time for student questioning. Whoever first guesses correctly earns the right to be the next day's "Who am I?" person, selecting the personality that others try to identify. An inventory handed out at the start of the school year could ask students to name their favorite singers, movie stars, and TV personalities for ideas for this activity. The teacher could use this information for "Who am I?" activity and for other exercises, thus focusing language on real and interesting personalities within the experiential base and interest range of students.

The activity could also include people involved in current events and famous people from the target culture (e.g., Picasso, Goethe, Napoleon). For this activity to succeed, the teacher must first drill on a variety of question forms for the students to master. In addition, vocabulary covering nationality, age, and physical appearance, as well as different verbs (e.g., *sing, dance, act*) must be covered. The students could work

together as a group, dictating a list of typical questions to use in the activity, and then copying them as a reference source for asking questions in the game. After a few times of using the reference, the students usually will have internalized a variety of basic questions in the language to use in the activity and in communication.

The linguistic values of this activity are numerous. Students must listen carefully to answers given to avoid duplicating (and wasting) a question and to summarize the information gained. They are applying vocabulary and structures from their text or drills in a meaningful, communicative way. Most importantly, they are internalizing patterns and formations for asking questions, a skill that is not normally developed in typical classroom interactions.

Another game, "Here is a Present," develops linguistic skills in a similar fashion. The purpose of this game is to guess what object is contained in a gift-wrapped box. The vocabulary needed for this game emphasizes adjectives (color, size, shape) and different verbs ("Do you drink it? Do you eat it?"). Again, students must practice these various questions prior to the activity. The extra bonus to this game is that whoever guesses the object is allowed to keep it. Thus, motivation is high to listen to others' answers and ask pertinent questions.

Opportunities for Extended Discourse

Another function and characteristic that typifies proficiency in the ACTFL guidelines is the ability to engage in *extended discourse*—i.e., the ability to say several utterances in response to a question or a topic, rather than the typical one-sentence answer to a question that we find in most classrooms. Most teachers recognize this as a worthwhile goal and a sign of a more advanced user of the language. Yet, given the generally large number of students in foreign language classes, it is difficult to provide for the type of uninterrupted, continuous individual speech needed to attain that goal. A way to offer opportunities for extended discourse, given the limits of class size and time, is through pair work, involving materials already used for drills and homework, but with an increased emphasis on more extended production of language by students. The following two activities could be used in pair work to promote extended discourse.

Matching Activity

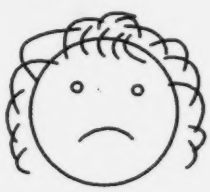
In the matching activity originated by Nation, student pairs are given papers with four or five paired pictures on them. Some of the pictures are exactly the same on both slips of paper; some are different. One student listens to a partner describe a picture and decides if he or she holds the same picture. The speaker must make four or five statements about the picture; the listener may then ask one or two questions to determine if there is a match. If the listener thinks the two pictures match, he or she marks a "plus" or "yes" next to the picture. If not, he or she marks a "minus" or "no." Then it is that student's turn to describe the next picture

while the other student listens to the partner's extended discourse to determine whether there is a match.

To prepare materials for this activity, the teacher could draw stick figures, or cut out small pictures from advertisements or cartoons, and tape them on a sheet of paper. For example, a pair could be two stick-figure drawings.

Student One

Student Two



The drawings are then thermofaxed or copied onto a ditto master. After the materials are prepared, they are cut in half with "Student One" on top of one half and "Student Two" on the other half. The strips are held together by a paper clip or staple. In class, the teacher distributes a set of materials to pairs of students, and instructs them not to show their pictures to the partner. Whoever has an asterisk next to the picture is the speaker. Of course, the teacher must be careful to prepare visuals that are within the vocabulary range of students. To help encourage description, the teacher might put an "x" next to parts of the picture that could be described. To save paper, and to be able to use the visuals in other classes, students might mark the "plus" or "minus" for the matches on a separate piece of paper. (See figure 2 for a sample of pictures for this activity.) Note that students are not only engaging in extended discourse for sharing information and problem solving; they are also asking questions to seek information.

Preferences Activity

Students can work in pairs to share and react to preferences and give affective-level reactions. As shown in *Connaître et se Connaître* (Jarvis) a continuum of emotive verbs could be listed in one column with verbs, nouns, or situations to react to in another column. In partners, one student states four or five preferences, with the other person agreeing or disagreeing ("Me too," "Me neither," "Not me"). Then the second person states four or five preferences while the partner reacts. Students take notes on each other's preferences or draw lines from the chosen verb to the item in the other column. Afterwards, the partners break up and meet with a different partner to describe the first partner's preferences, recounting them in four or five sentences of extended discourse. Materials that could be given to students to work on in this activity are illustrated in table 4.

Figure 2

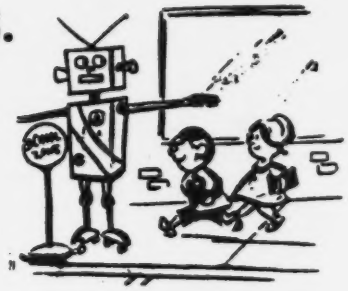
Example Matching Activity

Student One

*1.

2.

*3.



4.

Student Two

1.

*2.

3.

*4.

Source: Short and Weaver Cartoons, 607 Montgomery Street, Laurel, Maryland 20810.

Table 4

Showing Preferences

I love	to dance to sing to study
I really like	to take exams to go to parties to go to school
I like	carrots spinach
I don't much like	broccoli candy milk shakes
I don't like _____at all	cokes
I can't stand	jeans skirts ties
I hate	football soccer baseball

Using this material, students can also write a brief composition about their partner for homework; that assignment could be used for a "Who am I?" game with the teacher or a student reading the description of preferences and the class guessing the identity of the person described.

Focus on the Functional and Social Use of Grammar and Vocabulary

Functions

. . . production of discrete grammatical forms or vocabulary is not seen as a goal or proof of proficiency in the language.

As noted before, grammar study is not omitted or neglected in the recommendations of this guide or in the ACTFL proficiency guidelines. However, production of discrete grammatical forms or vocabulary is not seen as a goal or proof of proficiency in the language. Rather, *use of the language to carry out communicative interactions and functions* is stated as the over-all objective of language study. Therefore, teachers' focus needs to be placed more on the *purpose* and *impact* functions of grammatical forms, rather than just on the forms themselves. This does not mean that teachers neglect repetition and practice of forms but, rather, that they put this learning into a contextualized framework,

noting the purpose and function that the grammatical forms are carrying out.

For example, in teaching the negative, a teacher could set up a context in which the students are told that they are going to be disagreeable today and say the opposite of what the teacher says.

> Today I am positive and agreeable. I say sentences like, "Yes, I like milk!" But you are disagreeable; you disagree with me. You say, "Not me. I don't like milk." Another example—I say, "I like meat," and you say, disagreeing with me, "Not me. I don't like meat." [This would be acted out and spoken in the target language.]

Of course, teachers can still tell students that they are working on negative forms. But focusing on the function—the effect and purpose of the forms as conveyed in a communicative situation—adds communicative meaning to the forms, and shows students for what purpose they can use the forms in conversation and communication.

Teachers also could use this approach in teaching the conditional forms for the function of being polite.

> Today I am rude and I say, "I want the bread." You are polite and you say, "I would like the bread." Let's practice some other ways of being polite—"I would like the milk." "I would like to have the milk." "Would you please give me the milk?"

After students have practiced the forms—in the context of conveying politeness—the teacher could return to the original scenario by giving the "rude" sentence, which the students change into polite ones, using the conditional forms to express that function.

Students need to be sensitized to the varied functions that one grammatical form can perform.

In addition to conducting drills that focus on the function of grammatical forms, teachers could read passages and dialogues to help students identify the function of grammatical forms in a communicative interchange.

> In the dialogue, M. Dupont says, "Are you going to the library?" Is that really a question? Does he expect a yes or no answer? What happens in the dialogue? Mlle Thibaut says, "Yes. Would you like to come along?" So maybe his question is not really a question, but a way of asking permission or being invited.

Focusing on questions used in dialogues and passages may show a wide range of functions for questions beyond seeking information—such as giving suggestions, influencing, requesting inclusion, expressing surprise or disagreement. Students need to be sensitized to the varied functions that one grammatical form can perform.

Social Usage

Students also need to be sensitized to the social function that vocabulary and forms carry out. For example, people in the United States are often unaware of the effect caused by shifting from formal to informal usage in pronouns and verbs in other languages. A contextualized drill could be carried out in which the teacher says he or she is talking to a stranger, giving the formal form, and that students must say the same thing to a friend, shifting to the informal register and form. (This activity is done after practicing both levels of the forms, and after analyzing usages of both in the text and other materials.)

Teachers also could construct a sociolinguistic pattern practice in which a function is given encodings (examples) that vary from polite/formal to less polite/informal. For example, for the function of asking for clarification, students could first learn **"Répétez, s'il vous plait, Madame/Monsieur/Mademoiselle."** The teacher could associate that encoding with himself/herself, the principal, and the U.S. President. Another encoding, **"Pardon, Mme/M./Mlle?"** could be extended to older people, people one does not know well, or people for whom one shows respect. A third encoding, **"Comment?"** could be linked to these people and extended, even more frequently, to a friend. The last encodings, **"Quoi?"** and **"Hein?"** could be dramatically acted out as improper for the teacher or the President, but totally appropriate with friends. At the end of the presentation, the teacher could role-play being different people, mumbling in a strange language, and students could interact in the function of asking for clarification by using the appropriate encoding for the person whom the teacher represents.

Non-native speakers can only be considered proficient in a language if they can interact appropriately—linguistically and socially—with native speakers.

In this way, grammatical forms, vocabulary, and interactions are being taught for their appropriate social use and for the function—the purpose and impact—that they carry out in communication and conversation. It is as important for students to know and use appropriate social interactions via grammar and vocabulary as to know and use appropriate grammatical forms and rules—perhaps even more important for acceptable conversation and communication to occur with native speakers. Non-native speakers can only be considered proficient in a language if they can interact appropriately—linguistically and socially—with native speakers.

Reduced Grammatical Syllabus

As already stated in this guide, the authors believe that students learn to communicate in a language only if they have opportunities on a daily basis for using the language in open-ended, communicative activities. Another emphasis is that grammar, beyond practicing forms and usage, needs follow-up work focusing on its functions and communicative usage. All of these activities require *time*—class time for partner interactions and student-led activities in which students ask questions and use grammar for various functions; and for role-playing,

problem-solving, and describing activities, as well as other types of extended discourse.

It is unreasonable to expect teachers to continue to cover the present amount of grammar and vocabulary at the current rate and still find time to provide activities and opportunities for students to develop communicative skills and proficiency in the language. The authors of this guide reiterate the belief that it is important to reduce the amount—the scope and sequence—of grammar and vocabulary covered in every level. If less time is allocated to this continuous presentation of information, teachers could devote more time to activities designed to foster internalization of the information and active use of the language for communicative purposes and interactions. By parceling out the amounts of grammar as suggested in the level-by-level statements in section 7 of this guide, teachers will still cover the basic grammatical and semantic features of the language. More importantly, students will have learned to use those features for interactive, communicative purposes and will, therefore, be well on their way toward achieving proficiency in the language.

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6

Functions and Proficiency

The ACTFL *Provisional Proficiency Guidelines* represent the most up-to-date attempt by the profession to describe foreign language proficiency. Therefore, the Foreign Language Task Force has drawn heavily upon the guidelines in this guide's proposals for functions and measures of proficiency for the levels of language study. Some of the descriptive terminology in the ACTFL guidelines is used in this guide to tie its statements of proficiency to the national proposals.

The ACTFL Provisional Proficiency Guidelines represent the most up-to-date attempt by the profession to describe foreign language proficiency.

Thus, the guide's Level I description of functions and proficiency covers approximately the *novice-low to novice-high* range of the ACTFL guidelines, Level II covers the *novice-high to intermediate-low* range, and Level III and Level IV cover the *intermediate-low to intermediate-high* range. Table 5 further clarifies this sequence. Comparable descriptors exist in the ACTFL guidelines for reading, writing, and speaking skills .

The reader also should be aware that the Foreign Language Task Force suggests *ranges of proficiency* at each level, with students spanning bands of proficiency within that level. The proficiency descriptions suggest the language proficiency that average students are expected to attain at each level. All levels suggest a continuum of proficiency.

The functions have not been broken down into every skill area because of time and space limitations. Distinctions have been made among skills when they seem crucial to describing a function. This is particularly true in Level II, where certain functions seem more within the listening domain, while others seem particular to speaking, reading, or writing. In general, the receptive skills of listening and reading are expected to be equal to, or even exceed proficiency in the productive skills of speaking and writing. These expectations are, however, dependent on the teacher's methodology, text, and goals.

Descriptions follow of functions and proficiency for four levels of foreign language instruction. After this general description of proficiency per level, section 7 has a scope and sequence delineation for each level of each language, using the generic functions described in this section.

Table 5

Proficiency Levels

Level	Minimal Contact Hours	Proficiency Descriptor	Examples From ACTFL Speaking Proficiency Descriptions
I	150	Novice–High	Able to satisfy immediate needs using learned utterances. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. There is no real autonomy of expression, although there may be some emerging signs of spontaneity and flexibility. There is a slight increase in utterance length but frequent long pauses and repetition of interlocutor's words still occur. Most utterances are telegraphic and word endings are often omitted, confused or distorted. Vocabulary is limited to areas of immediate survival needs. Can differentiate most phonemes when produced in isolation but when they are combined in words or groups of words, errors are frequent and, even with repetition, may severely inhibit communication even with persons used to dealing with such learners. Little development in stress and intonation is evident.
II	300	Inter-mediate–Low	Able to satisfy basic survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer simple questions, initiate and respond to simple statements, and maintain very simple face-to-face conversations. When asked to do so, is able to formulate some questions with limited constructions and much inaccuracy. Almost every utterance contains fractured syntax and other grammatical errors. Vocabulary inadequate to express anything but the most elementary needs. Strong interference from native language occurs in articulation, stress and intonation. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak their language. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers.
III	450	Inter-mediate–Mid	Able to satisfy some survival needs and some limited social demands. Is able to formulate some questions when asked to do so. Vocabulary permits discussion of topics beyond basic survival needs such as personal history and leisure time activities. Some evidence of grammatical accuracy in basic constructions, for example, subject-verb agreement, noun-adjective agreement, some notion of inflection.
IV	600	Inter-mediate–High	Able to satisfy most survival needs and limited social demands. Shows some spontaneity in language production but fluency is very uneven. Can initiate and sustain a general conversation but has little understanding of the social conventions of conversation. Developing flexibility in a range of circumstances beyond immediate survival needs. Limited vocabulary range necessitates much hesitation and circumlocution. The commoner tense forms occur but errors are frequent in formation and selection. Can use most question forms. While some word order is established, errors still occur in more complex patterns. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Aware of basic cohesive features such as pronouns and verb inflections, but many are unreliable, especially if less immediate in reference. Extended discourse is largely a series of short, discrete utterances. Articulation is comprehensible to native speakers used to dealing with foreigners, and can combine most phonemes with reasonable comprehensibility, but still has difficulty in producing certain sounds, in certain positions, or in certain combinations, and speech will usually be labored. Still has to repeat utterances frequently to be understood by the general public. Able to produce some narration in either past or future.

Level I Communicative Functions: Basic Survival in the Classroom

(150 contact hours)

During Level I, students will learn to interact and survive linguistically in the target language in the classroom, primarily using memorized materials and functions that recur on a daily basis (e.g., greetings, describing weather, telling how they are). The students use the language in a manner that is comprehensible to a native speaker who is patient and accustomed to dealing with non-native speakers. Phonological and grammatical errors are frequent. These errors are expected and even accepted as long as they do not interrupt the comprehensibility of the interchange.

Students will usually give single sentence answers—or even partial sentences—in response to cues involving visuals, tightly structured questions (yes/no, either/or); or a situation (e.g., greetings when they enter the classroom). They rarely ask questions on their own, but can repeat questions from the teacher's model. It is hoped students will be learning to ask more questions by the end of this level, and also to give more than just one-sentence answers to a question. The communicative functions (types of interactions) that level-one students should be able to understand (aurally or through reading) and respond to (orally and in writing) include the following.

Level I, Function 1

1. Students will understand (through listening and reading) and produce (in oral and written form) memorized utterances and sequences.
   a. Respond to basic questions used in class dealing with health, weather, time
   b. Repeat such basic questions and ask them of another student
   c. Recite sequences, such as the alphabet, days of the week, months, seasons, numbers
   d. Respond to visual cues dealing with colors, time, members of family, rooms of house, body parts
   e. Understand and recite orally cultural songs, rhymes, and sayings

Level I, Function 2

2. Students will develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions.
   a. Seek information ("What page is it?" "What exercise is it?")
   b. Express confusion or lack of understanding ("I don't know." "I don't understand." "Please repeat." "What did you say?")
   c. Follow directions ("Open your books, please." "Take out a sheet of paper.")

d. Make excuses ("I don't have a pencil." "My homework is at home.")
e. Ask permission ("May I speak English?" "May I go to my locker?")
f. Express emotions ("Darn it!" "That's great!" "I hate tests!")

Level I, Function 3

3. Students will react, in a limited way, in a social situation without complications.
   a. Understand and use appropriate greetings and leave-takings
   b. Understand and pronounce typical male and female names
   c. Understand and give personal information using memorized one- or two-sentence sequences, such as name, age, family members

Level I, Function 4

4. Students will understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences:
   a. in the past ("Did you sleep well last night?");
   b. in the future, using "going to" or the present tense with an adverb of futurity ("Are you going to study or watch TV this weekend?" "Are you working tonight?").

They will use memorized material or copy the verb used by the teacher, depending on "automatic pairs" to form the answer (e.g., **Avez-vous** is always answered by **J'ai** or **Je n'ai pas**; **Vas a . . .** by **Voy a . . .**; **Gehst du . . .** by **Ja, ich gehe . . .**). Students simply fill in the teacher's verb from the question.

Level I, Function 5

5. Students will show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual.
   a. Respond realistically to basic questions used daily in class, dealing with health, weather, and time
   b. Manipulate memorized materials to fit the situation (e.g., "Today is . . ." "The weather is . . ." "It is . . .o'clock.")
   c. Give a one-sentence description of items, using adjectives of color and size
   d. Give one-word or one-sentence answers to factual questions based on cultural information from countries where the language is spoken ("Where is Nicaragua?" "When is Bastille day?" "What do you eat in a **Cafe/Konditorei**?")
   e. Express likes/dislikes in one-word sentences ("I like/hate . . ." "I do not like . . ." "Spinach is . . .") using concrete vocabulary with topics such as food, clothing, colors, classes in school

f. Express agreement and disagreement with other students' likes and dislikes. (e.g., **Moi aussi, j'aime . . . Ni yo tampoco, no me gusta . . . Ja, ich auch . . .**)

Level I, Function 6

6. Students will write or give orally a limited description of two-to-four single sentence utterances about the known and concrete environment, given a topic or visual aid (applying memorized material to topics including the classroom, home, weather, seasons, etc.).

Level II Communicative Functions: Basic Survival in the Target Culture

(300 contact hours)

By the end of this level, students will possess the listening, speaking, reading, and writing skills necessary to be able to handle simple everyday survival tasks in the target culture (e.g., handling routine travel needs or taking care of their physical needs). Grammatical errors still appear in morphology and syntax patterns (especially in those dissimilar to English patterns) but subject/verb agreements are made with commonly used verbs, as are number agreements on nouns/articles. Phonological and grammatical errors are fewer than in level one, but still occur frequently enough to mark the student distinctly as a foreigner. Students' speech will be understandable to natives accustomed to dealing with non-native speakers.

Level II, Function 1

1. Students will be able to get into, through, and out of typical cultural situations (e.g., getting a hotel room, ordering a meal, making a professional or personal appointment, using the post office, making a telephone call, getting a taxi, passing through customs).
   a. Make simple inquiries orally to seek information ("Where is . . ." "Do you have . . ." "How much is . . .?")
   b. Gather information by reading or listening (e.g., finding out opening and closing times; arrival/departure times; items on a menu)
   c. Get people to restate things more simply or slowly ("Do you mean . . .?" "Could you repeat that more slowly, please?" "Would you write that down?"); using polite imperatives; trying to paraphrase the utterance; repeating part of the sentence with interrogative intonation, or using polite interjections
   d. Complain/refuse politely (e.g., expressing displeasure, giving simple commands, asking for an alternative)

e. Give more extended personal information (e.g., date of birth, age, nationality, career, educational background)

Level II, Function 2

2. Students will be able to tend to their welfare in the target culture.
   a. Tell someone they are tired, hungry, sick, or otherwise in need of something for personal comfort
   b. Describe medical/physical needs in simple terms
   c. Request help in attending to their needs and/or uncertainties in a situation
   d. Buy basic food items in a street market or different stores
   e. Cash a check and change money
   f. Buy nonfood survival items, such as a newspaper, notions, drugstore items

Level II, Function 3

3. Students will be able to interact socially in an appropriate manner.
   a. Use a variety of appropriate greetings/leave-takings and social formulas (e.g., expressing politeness, apologizing, excusing oneself)
   b. Issue a simple invitation ("Would you like a drink?" "May I buy you a cup of coffee?")
   c. Arrange a meeting with someone at a specific time, place, date
   d. Use common/appropriate telephone phrases

Level II, Function 4

4. Unlike the level-one student, level-two students can do the following.
   a. Create with language. They express their own thoughts, independent of structured questions or visual cues from the teacher.
      — They go beyond rote repetition or memorized sequences.
      — They answer open-ended questions (e.g., "Where are you going?" "What do you want for dinner?").
   b. Initiate a conversation. They can ask basic questions to gather information, meet their needs, or initiate social interaction.
   c. Interact and participate in a conversation. Instead of using one-word answers or a single sentence, they can string together several simple phrases or sentences to express basic ideas and the need to share information.
   d. Relate personal information about the past or future. Using reduced grammatical forms, students can use a few simple sentences to give personal information, independent of specific questions posed by another person.

Level III and Level IV Communicative Functions: Living and Functioning Socially in the Target Culture

(Level III, 450 contact hours; Level IV, 600 contact hours)

Note: The development of functions and proficiency spanning 300-600 contact hours is described in this section. **This does not imply that students in Levels III and IV should be taught together in one class; Level III is considered to be a prerequisite to Level IV.** *The proficiency descriptions for the two levels are in one section because students may acquire the functions at various times depending on individual acquisition sequences and the teacher's materials and instructional approach. However, by the end of 600 contact hours (i.e., after four consecutive levels of instruction), students' proficiency is likely to appear in the functions, content, and accuracy described.*

By the end of Levels III and IV, students will carry out all the functions of Level II but have greatly increased the content areas they can discuss. Going beyond the linguistic focus of primarily personal welfare and survival of level two, students at these levels are beginning to discuss other people, places, and external events by describing and narrating in past, present, and future time.

In conversations, the students are no longer primarily reactors. They participate actively in casual conversations and ask questions as part of the give-and-take of the interaction. They would be able not only to survive in the target culture but also live and function in it, albeit in a limited manner. They are able to face situations that involve minor problems or unexpected developments and begin to resolve the differences.

From the grammatical point of view, students can handle the basic elementary constructions quite accurately and can use constructions to refer to the past and the future in listening, speaking, reading, and writing activities. Errors still occur in grammatical forms and usage. The pronunciation is often faulty but intelligible. While they sometimes miscommunicate and must hesitate or use paraphrasing and fillers, they are likely to be comprehensible to natives not accustomed to dealing with foreigners.

Levels III & IV, Function 1

1. Students will participate actively in oral and written forms (although they may have difficulty when their vocabulary is insufficient for their needs).
   a. Understand questions about themselves (e.g., residence, family background, hobbies, work, and other aspects of a daily routine)
   b. Ask others for information about themselves

c. Understand extended answers to their questions
d. Give detailed and extended information about themselves to others using strings of phrases and sentences that begin to resemble short, organized paragraphs rather than single, unrelated, simple sentences as in level two

Levels III & IV, Function 2

2. Students will go beyond immediate events to narrate and describe in past, future, and present in oral or written form.
   a. Recount a sequence of events that happened to them or someone else
   b. Summarize a movie, TV program, book, magazine article, etc.
   c. Discuss current events and express reaction to them in simple, factual terms
   d. Discuss plans for a future event (picnic, holiday, trip)
   e. Understand others' accounts of all of the above

Like Level II students, the linguistic range of students at Levels III and IV covers "who," "what," "where," and "when," rather than "how" or "why." Unlike students in Level II, students now understand and produce blocks of well developed discourse, both in quantity (several sentences in extended discourse; compound/complex sentences) and quality (events sequenced in time, interrelationships between sentences and events), although they may not be able to sustain this level of performance on all topics. They comprehend and deliver well organized and interrelated "chunks" of information in all skill areas.

Levels III & IV, Function 3

3. Students will explore options in a situation and handle difficulties and unexpected events.
   a. Suggest rather than accept the option offered, (send back unacceptable food, change a departure time)
   b. Influence or encourage someone to do something (change places on the train, return a purchase)
   c. Seek explanations for the unexpected (find out why the check for a meal is high, why the credit card is not accepted)

By the end of these levels, students have become interesting communicators. While they still communicate primarily about themselves, they do so now in greater detail, and in the present, past, and future situations. They can also inquire about others, recount past and future experiences, describe their work and daily experiences, interact actively in a casual conversation, and solve problems. Phonological, grammatical, and usage errors still occur but less frequently than in Level II. Students will not be taken for native speakers, but they could survive quite well linguistically and, in a limited manner, socially in the target culture.

Language Proficiency Scales

This scope and sequence section is organized into language functions to be developed per level of instruction in French, German, and Spanish. The scope and sequence for each language follows the generic functions in section 5 and the statements in the ACTFL *Provisional Proficiency Guidelines*.

Table 6 indicates that the ACTFL Scale is an adaptation of an instrument developed by the Foreign Service Institute (FSI). Originally called the FSI Scale, the instrument is now referred to as the Interagency Language Roundtable (ILR) Scale.

The ILR Scale was developed over decades of government activity in foreign countries to determine whether foreign service personnel were ready to operate and survive in a different culture using a foreign language. The scale involves a listing of abilities ranging from no functional ability to the ability to perform as an educated native speaker. Graduations in the scale relate to a person's ability to survive at an acceptable level in the target culture.

As the foreign language profession in the U.S. began considering proficiency as a measurement of foreign language performance in the classroom, there was consensus that the ILR Scale was not realistic for classroom use, especially at the upper levels. ACTFL, therefore, decided to set level three as the highest proficiency level to be tested in the classroom, and to divide the levels into smaller measurement segments. This modified scale enables teachers to assess students' progress over shorter time spans than is possible with the original instrument.

Scope and Sequence Charts

In the following scope and sequence charts, each level of foreign language study is introduced with a section titled "Overview: Basic Curriculum Content." Each of these overviews indicates the specific linquistic content to be acquired as a base for carrying out the functions subsequently described for the level. In the overview, teachers will find a clear statement of the content that the Foreign Language Task Force proposes covering at each level. Teachers may choose to use this statement as a means of determining and limiting the content in their textbooks for each level of instruction.

The scope and sequence charts then link the basic memorized content listed in the overview section into the functions that follow. The basic memorized content for each level is re-entered several times as required by different functions and interactions.

The Foreign Language Task Force is not proposing a definite linear sequence in the development of functions per level, but is suggesting the range of functions students will be able to carry out *by the end of that level*. Teachers, of course, will adjust the sequence of development of functions to the textbook material at their disposal. The task force suggests that as teachers begin to cover a topic or grammatical point they examine the guide's suggestions for the types of interactions and functions for students to carry out with that particular topic or grammar item.

Teachers might also examine sections 4 and 5 for ideas on presenting the text material in a communicative, functional manner. The authors emphasize that *students should go beyond rote repetition and memorization of material*. That is, students should move into active use of the language through open-ended question-and-answer work, pair activities, role-playing and simulation, interview activities, etc. The authors have deliberately parceled out grammar and vocabulary over the four levels so that less material is introduced per level than has usually been the case in the past. Therefore, time will be available for re-entering previously learned material in functional and communicative activities and in varied interactions between teacher and students and pairs and groups of students.

With the ACTFL Scale, a student who has never studied the foreign language would be at the novice-low level, having, as shown in table 6, no functional ability, no command of content and vocabulary, and no ability to pronounce so that a native speaker could understand. Performance at level two is a reasonable expectation for a good foreign language student after two years of college or four years of high school courses. Both the ILR and ACTFL scales measure proficiency using the categories of functions, content, and accuracy.

The ACTFL Scale ends at the superior or 3+ level. Anyone being evaluated who performs above that level would simply be designated 3+ and considered an exception to the general level of proficiency that students are expected to attain in the typical foreign language classroom.

Table 6

ILR Oral Proficiency Levels and ACTFL/ETS Modifications

Interagency Language Roundtable Rating Scales (Federal)				
Oral Proficiency Levels		**Three Aspects of Oral Proficiency**		
ACTFL/ETS Modifications of ILR Rating Scale*	**ILR Scale**	**Functions** *(Task accomplished, attitudes expressed, tone conveyed)*	**Content**** *(Topics, subject areas, activities, and jobs addressed)*	**Accuracy** *(Acceptability, quality, and accuracy of message conveyed)*
	5	Functions equivalent to an Educated Native Speaker (ENS)	All subjects	Performance equivalent to an ENS
	4	Able to tailor language to fit audience, counsel, persuade, negotiate, represent a point of view, and interpret for dignitaries	All topics normally pertinent to professional needs	Nearly equivalent to an ENS. Speech is extensive, precise, appropriate to every occasion with only occasional errors
3+ Superior High 3 Superior Mid 3− Superior Low	3	Can converse in formal and informal situations, resolve problem situations, deal with unfamiliar topics, provide explanations, describe, give opinions, and hypothesize	Practical, social, professional and abstract topics, particular interests, and special fields of competence	Errors never interfere with understanding and rarely disturb the native speaker (NS). Only sporadic errors in basic structures
2+ Advanced High 2 Advanced Mid 2− Advanced Low	2	Able to fully participate in casual conversations, can express facts, give instructions, describe, report on, and provide narration about current, past, and future activities	Concrete topics such as own background, family, interests, work, travel, and current events	Understandable to a NS not used to dealing with foreigners; sometimes miscommunicates
1+ Intermediate High 1 Intermediate Mid 1− Intermediate Low	1	Can create with the language; ask and answer questions, participate in short conversations	Everyday survival topics and courtesy requirements	Intelligible to a NS used to dealing with foreigners
0+ Novice High 0 Novice Mid 0− Novice Low	0	No functional ability	None	Unintelligible

* *ACTFL = American Council on the Teaching of Foreign Languages*
ETS = Education Testing Service

\+ = *Strong Performance*
− = *Weak Performance*
** *May be job specific*

The six functions listed in Level I are sequential. They proceed from memorization of utterances to more sophisticated levels of discourse in which the student is expected to apply grammatical generalizations to express meaning spontaneously. The grammatical, vocabulary, and cultural topics in Level I are also listed in a sequence. However, the actual order of presentation will depend upon the textbook and materials used in the course. Many of the verbs, vocabulary items, and idioms will be introduced early in memorized sequences without being fully internalized in terms of grammatical mastery. For example, in Level I, Function 1, after the first few weeks of instruction students can be expected to respond to questions such as the following.

Q. **Comment t'appelles-tu?** A. **Je m'appelle Chantal.**

Q. **Qu'est-ce qu'il y a?** A. **Je suis malade.**

Students can be expected to engage in such speech acts even though the full formal introduction of reflexive verbs and expressions of physical discomfort will not occur until Level II.

As teachers proceed through Levels II, III, and IV, they should constantly re-enter the material from earlier levels through reviews, warm-ups, and drill exercises, so that students can thoroughly internalize the material. Through this process, students gradually make the vocabulary and grammar a natural part of their language functioning.

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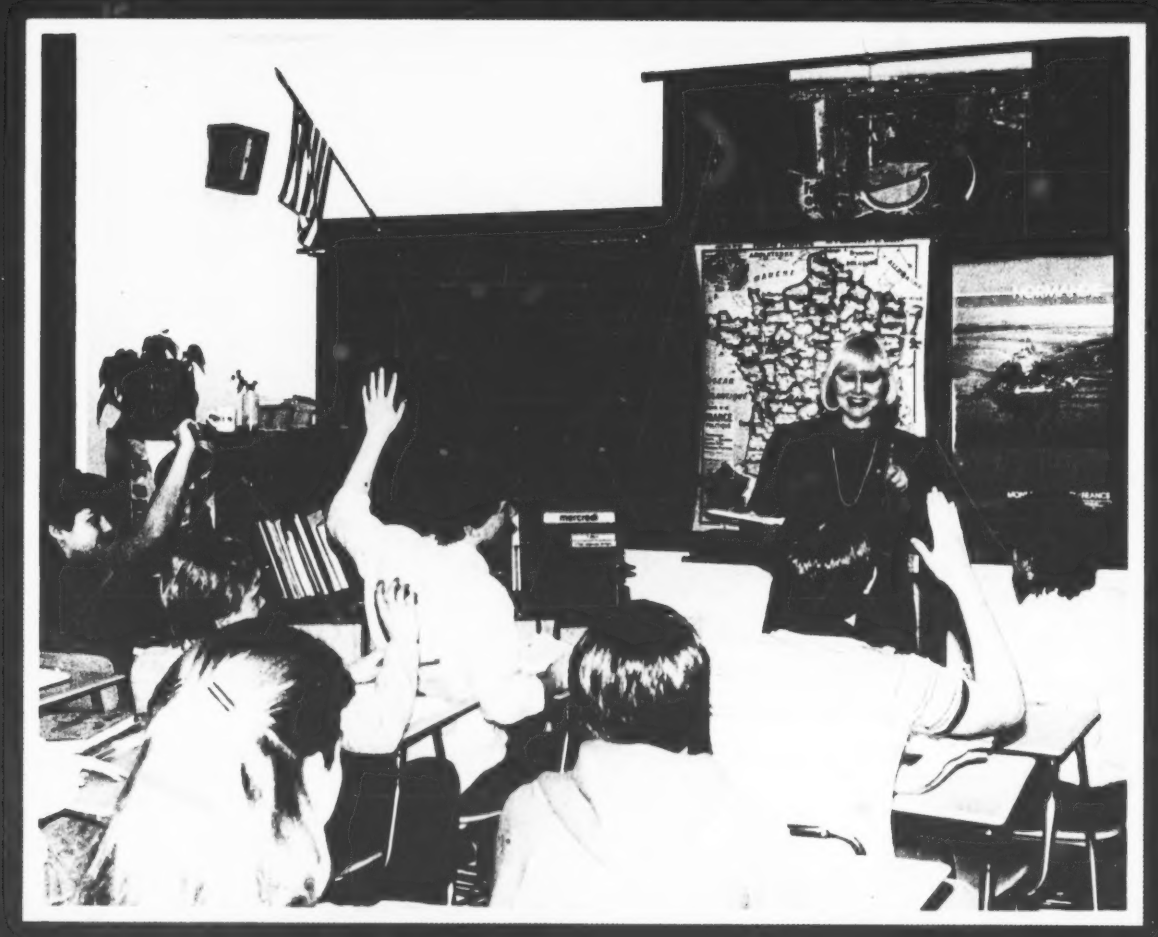

Level I Basic Curriculum Content
Basic Survival in the Classroom
(150 Contact Hours)

Overview—Level I	Verbs	Other Parts of Speech/Idioms
Students will*	• -Er verbs faire aller avoir être s'appeler jouer à/jouer de	• Common nouns (singular and plural) used with definite articles, indefinite articles, partitive articles (affirmative and negative); demonstrative adjectives; possession shown with possessive adjectives (mon, ma, mes) and de
1. Understand and produce memorized utterances and sequences in oral and written form.	Present tense, all persons; correct word order in declarative sentences with ne...pas; interrogative sentences with intonation; est-ce que, n'est-ce pas; inversion; interrogative expressions (e.g., Qui? Quel?)	• Subject pronouns (singular and plural)
2. Develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions.	Est-ce que je pourrais? Puis-je? Je voudrais/voudriez-vous? Je prends/prenez-vous? Je mets/mettez-vous? Je bois/buvez-vous? Je pourrais/pourriez-vous? Se trouve	• De, à, and their contractions • Adjectives of size, color, emotion, appearance (agreement and syntax)
3. React, in a limited way, in a social situation without complications.	• React appropriately to imperatives in classroom situations	• Basic prepositions (e.g., avec, sur, par, sous, près de, pour, loin de, à droite, à gauche, chez); nouns + emphatic pronouns
4. Understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences.	• Respond to structured questions in passé composé, using automatic pairs (e.g.,Avez-vous-?/j'ai) to provide personal information	• Adverbs of quantity, degree, time (e.g., très, beaucoup, peu, bien, hier, aujourd'hui, demain) • C'est/il est • Il faut + infinitive • Il y a/y a- t-il?
5. Show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual.	• Respond to structured questions with aller + infinitive using automatic pairs (e.g.,Allez-vous-?/je vais) to provide personal information	• Interrogative expressions (e.g., Où? Quand? Pourquoi? Quel? Combien? Qu'est-ce que? Qui?)
6. Write or give orally a limited description of two-four single sentences about the known and concrete environment, given a topic or visual aid.	• Respond to questions about the future using present tense + adverbs of futurity (e.g.,Etudies-tu demain? Oui, j'étudie demain.)	• Que veut dire? Comment dit-on? (with new vocabulary)
**Note: These items are re-entered and used communicatively in the following Level I functions.*		

Topics and Vocabulary	Culture
• Health • Greetings • Leave-takings • Weather • Time • Age • Days of the week • Months • Seasons • Alphabet • Cardinal and ordinal numbers • Colors • Family, pets, and other animals • Rooms of the house • Classes and courses • Meals and food • Clothing • Body parts • Classroom objects and routines • Interjections, fillers, and rejoinders • Personal activities	• Awareness of varied register levels in greetings and other interactions (e.g., **Bonjour, Mlle** to an adult/**Salut** to a peer); different patterns of friendship (**un camarade, un ami, un petit ami**) • Appropriate kinesics (e.g., handshake and greeting; **comme ci, comme ça**) • Typical French names • **La vie quotidienne** • **Les loisirs** • French syntax in expressing dates; recognition of 24-hour clock • Reading and writing numerals in French fashion • Basic geographical information about France and other francophone countries (e.g., cities, rivers, monuments) • Songs, rhymes, poems, sayings, proverbs

Functions Applying Memorized Material from Level I Overview

Function	Verbs	Other Parts of Speech/Idioms
1. Students will understand and produce memorized utterances and sequences in oral and written form.		
a. Respond to basic questions in class	a. **-Er** verbs **faire, aller, être,** and **s'appeler** in the affirmative and negative	a. Common nouns, pronouns, articles, adjectives, and prepositions; **c'est/il est**
b. Repeat such basic questions, asking them of other students	b. Interrogative formation of above **-er** verbs; **Est-ce que je pourrais? Puis-je? Pourriez-vous? Voudriez-vous?**	b. Interrogative expressions (e.g., **Que veut dire . . .? Comment dit-on . . .?**)
c. Recite sequences	c. **Etre**	c. As needed
d. Respond to visual cues	d. **Etre** and **avoir**	d. Common nouns, articles, adjectives, pronouns, and prepositions; **c'est/il est, il y a**
e. Recite cultural materials	e. As needed	e. As needed

Topics and Vocabulary	Culture
a. Health, weather, time, age, family, pets, classes and courses, meals and food, personal activities	a. Varying register levels, and appropriate kinesics; French syntax in expressing dates; typical French names
b. As in item *a* above	b. Varying register; tu vs. vous
c. Days of the week, months, seasons, numbers, alphabet	c. Reading and writing numerals in French fashion
d. Colors, time, members of the family, pets, rooms of the house, body parts, clothing, classroom objects, numbers, meals and food	d. Basic geographical information; numerals written in French fashion; 24-hour clock
e. As needed	e. Songs, rhymes, poems, sayings, proverbs

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs	Other Parts of Speech/Idioms
2. Students will develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions.		
a. Seek information	a. Interrogatives of known verbs	a. Interrogative expressions (**Qui? Où? Quel? Quand? Comment? Pourquoi? Qu'est-ce que? Combien? Qu'est-ce que c'est? Il y a/Y a-t il?**)
b. Express confusion	b. Negative of appropriate verbs (e.g., **Je ne sais pas. Je ne comprends pas.**); simple commands with known verbs (e.g., **Répétez, s'il vous plaît.**)	b. **Plus lentement, moins vite; Que veut dire? Comment dit-on?** with new vocabulary; **Qu'est-ce que c'est?**
c. Follow directions	c. React to singular and plural imperatives of known -er verbs and other verbs commonly used in classroom activities (e.g., **finissez, répondez, levez-vous, asseyez-vous, lisez, dites, écrivez, prenez, venez, attendez**)	c. **Avec, par, à, pour, de; il faut** + infinitive
d. Make excuses and ask permission	d. **Puis-je? Est-ce que je pourrais? Je voudrais.**	d. **Faut-il? il faut; Excusez-moi. Pardon.**
e. Express emotions	e. **Etre, aimer, détester**	e. Adjectives of emotion (e.g., **triste, content, fâché**)

Topics and Vocabulary	Culture
a. Classroom routines (pages, exercises, objects,etc)	a. As needed
b. Fillers (e.g., **euh, c'est-à-dire**); classroom routines; new vocabulary	b. Varying register (e.g., **S'il vous plait. Merci. Pardon? Quoi? Je regrette.**); tu/vous with appropriate expressions
c. Classroom routines and homework (e.g., **Allez au tableau. Prenez un morceau de papier. Pour demain, faites**)	c. Varying register (as in item *b* above)
d. Classroom routine and homework (e.g., **Puis-je tailler mon crayon? Je n'ai pas mon livre.**)	d. Varying register (as in item *b* above)
e. Interjections and rejoinders of pleasure, surprise, disappointment, frustration (e.g., **Que vous êtes gentil. Vraiment? Ce n'est pas vrai! Zut alors! Ça alors!**)	e. Varying register for intensity (e.g., **C'est vrai? Ce n'est pas vrai! Menteur!**)

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs	Other Parts of Speech/Idioms
3. Students will react, in a limited way, in a social situation without complications.		
a. Use appropriate greetings and leave-takings	a. **Aller** (e.g., **Ça va? Comment allez-vous?**)	a. As needed (e.g., **Je vais très bien. Où vas-tu?**)
b. Use typical French names and titles appropriately	b. **S'appeler**	b. Common nouns and pronouns (e.g., **le professeur s'appelle/elle s'appelle**)
c. Give personal information in one- or two-sentence sequences	c. Expressions with **aller** and **avoir** and other known verbs	c. Common nouns, descriptive and possessive adjectives

Topics and Vocabulary	Culture
a. Appropriate greetings and leave-takings, health	a. Varying register in courtesy expressions (e.g., using polite greetings with adults, informal with peers—**Bonjour, Mlle; Au revoir, M./ Salut. Ça va?**)
b. Typical French names and titles	b. Typical French names, including hyphenated names (e.g., **Marie-France, Jean-Paul**); minimal distinctions between masculine and feminine names (e.g., **Louis/Louise, Michel/Michèle**); same names used for both genders (e.g., **Dominique, Pascale**)
c. Health, name, age, family, pets, etc.	c. Reacting to health situations (e.g., **à tes souhaits**); birthdays; **la famille française**

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs	Other Parts of Speech/Idioms
4. Students will understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences.		
a. In the present tense	a. **-Er verbs, avoir, aller, faire, être (e.g., Aimez-vous les sports? Non, je n'aime pas les sports. Vas-tu souvent au cinéma ou à la bibliothèque? Je vais souvent au cinéma.)**	a. As needed
b. In the past tense, using memorized automatic pairs	b. **-Er verbs, faire, aller,** using teacher-cued, memorized automatic pairs **(e.g., Avez-vous regardé la télé? J'ai/je n'ai pas regardé la télé. Etudié fait les devoirs?)**	b. Adjectives and adverbs of past time **(e.g., hier, lundi dernier)**
c. In the future tense, using memorized automatic pairs	c. **Aller** + infinitive in teacher-cued, memorized automatic pairs **(e.g., Vas-tu étudier ou jouer au football ce weekend? Je vais étudier ce weekend.)**	c. Adjectives and adverbs of futurity **(e.g., demain, la semaine prochaine, ce soir)**
Using the present tense with expressions of futurity	**Allez-vous au ciné ce soir? Non, je ne vais pas au ciné ce soir.**	As needed

Topics and Vocabulary	Culture
a. Personal activities, (e.g., leisure time, school events, vacation, sports, family, pets, clothing, courses and classes, rooms of the house, meals and food, health)	a. **les loisirs, les vacances, le weekend, les sports, les cours**
b. As in item *a* above	b. As in item *a* above
c. As in item *a* above	c. As in item *a* above

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs	Other Parts of Speech/Idioms
5. Students will show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual.		
a. Respond realistically to basic questions used in class	a. React to interrogative syntax of known verbs	a. Utilize known interrogative words; adverbs of quality and quantity; partitive vs. definite article; **il est** vs. **c'est**
b. Manipulate memorized materials to fit the situation	b. Utilize known verbs	b. Utilize known items
c. Give one-sentence description of items	c. **Être, avoir**, negation	c. Adjectives of color, size, appearance (agreement + syntax); prepositions of location and distance; **il y a, il est** vs. **c'est**
d. Give one-word or one-sentence answers to factual questions based on cultural information	d. React to interrogative syntax; **se trouve**	d. Prepositions of location
e. Express likes and dislikes in single sentences	e. **Aimer mieux, aimer** + infinitive, **préférer, adorer, détester, je prends** (with food), **je bois** (with beverages)	e. Adverbs of quality and quantity; definite article (singular and plural); demonstrative adjectives; partitive article
f. Express agreement and disagreement with others' likes and dislikes	f. As in item *e* above; **être d'accord**	f. Rejoinders of agreement (e.g., **oui, moi aussi, d'accord, moi, non plus**) and disagreement (e.g., **si, pas moi, au contraire, pas du tout**)
6. Students will write or give orally a limited description of two-four single sentences about the known and concrete environment, given a topic or a visual aid.	Utilize known verbs, especially **être** and **faire**	Adjectives of color, size, quality, appearance (agreement + syntax); adverbs of quantity and degree; possessive adjectives; **il y a, il est, c'est**, and other known parts of speech

Topics and Vocabulary	Culture
a. Utilize known vocabulary in topics such as health, weather, time, days and dates, etc.	a. French syntax in expressing dates; recognition of 24-hour clock; appropriate kinesics (e.g., **comme ci, comme ça**)
b. Health, weather, time, days and dates, seasons; alphabet, spelling names and vocabulary items; numbers (age, date, time); classroom objects and routines	b. Capitalization or lack of capitalization (dates, days of the week); reading and writing numerals in French fashion
c. Utilize known vocabulary (e.g., **C'est un livre rouge.**)	c. Geography and other cultural information
d. Utilize known vocabulary (e.g., **Où se trouve Paris? Paris se trouve sur la Seine.**)	d. Social customs in daily living (e.g., having a meal, holidays); geography (map location of countries and cities); French foods
e. Utilize known vocabulary (e.g., **J'adore le français.**)	e. Appropriate cultural situations
f. Utilize known vocabulary (e.g., **Moi aussi, j'adore le français.**)	f. Attention to proper register level
Utilize known vocabulary, cued by a topic or visual aid (e.g., **Voici mon chien. Il s'appelle Max. Il est blanc et gris. Il est méchant mais adorable.**)	Utilize known cultural items cued by a topic or visual aid

By the end of Level I, students' proficiency range will be *novice low* to *novice high*.
Students will perform in a manner that is comprehensible to a native speaker who is patient and used to dealing with non-native speakers. Phonological and grammatical errors are frequent. They are expected and even accepted as long as they do not interrupt the comprehensibility of the interchange.

Level II Basic Curriculum Content
Basic Survival in the Target Culture
(300 Contact Hours)

Overview—Level II	Verbs	Other Parts of Speech/Idioms
Students will*	*Review and re-entry of Level I*	*Review and re-entry of Level I*
1. Be able to get into, through, and out of typical cultural situations.	• Present tense, **passé composé, aller** + infinitive for **-ir** verbs and **-re** verbs	• Appropriate use of single direct and indirect object pronouns **y** and **en** in affirmative and negative statements, interrogative and imperative sentences
2. Be able to tend to their welfare in the target culture.	• Present tense of common reflexive verbs to give personal information (e.g., **s'appeller, se lever, se laver, se brosser les dents, s'habiller, se coucher**)	• **De, à,** and **en** with geographical expressions and other common prepositions
3. Be able to interact socially in an appropriate manner.	common stem-changing verbs (e.g., **acheter, préférer**) and common irregular verbs (e.g., **prendre, comprendre, mettre, vouloir, pouvoir, dire, écrire, lire, boire, voir, savoir, connaitre**) in the affirmative, negative, and interrogative forms	• Various negative expressions (**ne ... jamais, ne ...plus, ne ... personne, ne ... rien, ne ... pas encore, ne ... ni ... ni**)
	• Appropriate and conditional forms of **vouloir** and **pouvoir**	• Appropriate use of interrogative pronouns (e.g., **Qui? Qu'est-ce qui? Qu'est-ce que? Que?**), interrogative adjectives (e.g., **Quel?**), and interrogative adverbs (e.g., **Combien? A quelle heure? Où?**)
	• **Avoir** expressions	• Basic adverbs plus appropriate use of comparative and superlative forms of regular and irregular adverbs
	• **Venir de** + infinitive to express immediate past action	• **Il y a/Y a-t-il?**
	• Appropriate use of **savoir** and **connaitre**	• **Qu'est-ce qu'il y a?**
	• Recognitional knowledge of imperfect tense of known verbs	• Basic adjectives and adjectives expressing contrasts, professions, nationality, physical and emotional states; comparative and superlative forms of regular and irregular adjectives
**Note: These items are re-entered and used communicatively in the following Level II functions.*		

Topics and Vocabulary	Culture
Review and re-entry of Level I *Situations such as* • Ask for and follow directions • Get a hotel room • Order a meal • Make an appointment • Use the post office • Make a phone call • Use public transportation (e.g., **le métro**, buses, taxis) • Pass through customs • Shopping • Cash a check, exchange money • Social encounters • Tend to one's physical welfare *Topics such as* • Personal information • Professions • Health and well-being (physical and emotional) • Nationalities and countries • Recreational pursuits • Daily activities	*Review and re-entry of Level I* • Know what to say and do in typical French cultural situations • Understand and use the French monetary system (**pièces et billets**) • Recognize and use signs for streets, public transportation (e.g., **le métro**, buses) and public services • Understand regulations and procedures involving customs, the post office, public transportation, and other public services • Locate necessary sources of information and help • Shopping and dining • Awareness of popular and frequently visited historical sites, buildings, monuments, and geographical features (e.g., provinces, cities, rivers, mountains)

Functions Applying Memorized Material from Level II Overview

Function	Verbs	Other Parts of Speech/Idioms
1. Students will be able to get into, through, and out of typical cultural situations.	*Review and re-entry of Level I*	*Review and re-entry of Level I*
a. Make simple inquiries orally	a. Commonly used verbs such as **être, avoir, se trouver, coûter, savoir,** and **connaitre**; other known verbs in simple question formation	a. Interrogative adverbs of location, time, and quantity (e.g., **Où? Quand? A quelle heure? Combien? Jusqu'à?**); interrogative pronouns (e.g., **Qu'est-ce qui? Qu'est-ce que? Qui?**); interrogative forms of **il y a, Qu'est-ce que qu'il y a?**
b. Gather information in reading or aurally	b. Common and known verbs from Levels I and II; **aller** + infinitive in present tense; recognitional knowledge of imperfect tense of known verbs	b. All items from Level I; direct and indirect object pronouns
c. Get people to restate more simply or slowly through polite imperatives, trying to paraphrase, repeating part of a sentence with interrogative intonation, polite interjection	c. **Répéter, écrire, comprendre, parler, dire, attendre; Voudriez-vous? Pourriez-vous? Voyons.**	c. Adverbs of speed (e.g., **vite, lentement, rapidement**); comparative adverbs (e.g., **plus, moins, aussi**)
d. Complain, refuse politely (e.g., express displeasure, give simple commands)	d. Negative forms of **aimer, vouloir,** and **pouvoir**; polite forms of imperatives; **Çá ne me plait pas.**	d. Comparative forms of adjectives and adverbs (e.g., **plus, moins, aussi, que**); adjectives of contrast (e.g., **autre, différent**)
e. Give more extended personal information	e. **Je suis né (née)**; common reflexive verbs to give personal information; **venir de** + infinitive; present tense and **passé composé** of **habiter, étudier, venir,** and other known verbs using **avoir** or **être** as auxiliaries	e. Adjectives of profession and nationality; **de, à,** and **en** with locations and geography

Topics and Vocabulary	Culture
Review and re-entry of Level I	*Review and re-entry of Level I*
a. Ask directions; get a hotel room; order a meal; make an appointment; use the post office; make a phone call; pass through customs; shop; cash a check; exchange money; deal with social encounters; tend to physical welfare	a. Get attention (e.g., **Pardon. Excusez-moi. Bonjour.**); initiate a conversation (e.g., **pourriez-vous me dire, je voudrais savoir**)
b. As in item *a* above; understand and follow directions; read a menu; read schedules for public transportation; read signs, advertisements; make a phone call	b. Read timetables, menus, newspapers, or magazine announcements; recognize abbreviations (e.g., **ouvert, fermé**, and telegraphic style); recognize and use signs for public transportation and services; understand customs procedures and regulations
c. As in item *a* above in face-to-face interchanges and via the telephone	c. Use of appropriate register level in imperatives (e.g., **Répétez, s'il vous plait.**); paraphrase (e.g., **Vous dites que le film commence à 8 heures?**); repeat with negative intonation (e.g., **On tourne à gauche?**); use polite interjections (e.g., **Vous dites? Pardon? Comment?**)
d. Get a hotel room; order a meal; shop; deal with social encounters	d. Use varied and appropriate register level using conditional forms of verbs to be polite and other forms to be more emphatic
e. Family and personal background, including date of birth, age; professions; nationalities; countries; educational experiences; recreational pursuits	e. French syntax in expressing dates; awareness of appropriate conversational topics (e.g., offer personal information at will, but avoid inquiring on personal topics such as age, religion, salary)

Functions Applying Memorized Material from Level II Overview (*continued*)

Function	Verbs	Other Parts of Speech/Idioms
2. Students will be able to tend to their welfare in the target culture.	*Review and re-entry of Level I*	*Review and re-entry of Level I*
a. Express physical discomfort and needs (e.g., hunger, fatigue, illness)	a. **Aller** and **avoir** expressions regarding physical state; **avoir besoin/envie de, il me faut, boire**	a. Definite article with parts of the body; partitive article with foods, medicines, etc.; adjectives regarding the physical state (e.g., **fatigué, malade**); adverbs of degree (e.g., **très**); comparison of adjectives and adverbs
b. Describe medical/physical needs in very simple terms	b. As in item *a* above	b. As in item *a* above
c. Request help in attending to needs and/or uncertainties	c. **Se trouve; avoir besoin de**; polite imperatives and interrogatives of known verbs	c. Interrogative adverbs of location and time (e.g., **Où? Quand? A quelle heure?**); interrogative pronouns and adjectives (e.g., **Quel film? Que faut-il faire?**)
d. Buy food items in a street market or in various stores	d. **Avoir, acheter, coûter**; polite imperatives and interrogatives of known verbs; **vouloir** (conditional)	d. Partitive and definite articles; expressions of quantity
e. Cash a check and change money	e. **Toucher un cheque**; polite imperatives and interrogatives of known verbs; **vouloir** (conditional)	e. Interrogative pronouns and adjectives and adverbs of quantity (e.g., **Combien?**)
f. Buy non-food survival items	f. As in item *d* above	f. As in item *d* above

Topics and Vocabulary	Culture
Review and re-entry of Level I	*Review and re-entry of Level I*
a. Types of illness; physical discomfort; body parts; medicines; foods; beverages	a. Locations for obtaining help (e.g., **la pharmacie**); appropriate times and situations for discussing health; nutrition (time and size of meals); types of eating establishments (e.g., **une brasserie, un café, un restaurant**); frequent use of mineral water; **mal au foie**; health spas
b. As in item *a* above	b. Enlist help of the **concierge** in obtaining medical assistance
c. Directions and locations; plan and make arrangements for daily activities, including recreation (movies, theater, etc.); use public transportation	c. Read schedules and newspapers to obtain information; 24-hour clock; **le syndicat d'initiative**; use **le kiosque**
d. Food items; names of stores; names of shopkeepers; shopping phrases	d. **Le marché**; specialities of **les petits magasins** (e.g., **la boulangerie, la pâtisserie**); appropriate linguistic and physical behavior when shopping
e. Numbers; monetary terms; banking terms	e. **L'argent français**; banking hours, practices, and linquistic and social interaction; calculate exchange rates; locations for cashing checks and exchanging money
f. Newspapers, magazines; personal hygiene items; tobacco products; clothing; other articles needed for daily living	f. **Les petits et les grands magasins** including **la pharmacie, le bureau de tabac**, chain store; **le kiosque**; use appropriate linguistic and physical behavior when shopping in various locations

Functions Applying Memorized Material from Level II Overview (*continued*)

Function	Verbs	Other Parts of Speech/Idioms
3. Students will be able to interact socially in an appropriate manner.	*Review and re-entry of Level I*	*Review and re-entry of Level I*
a. Understand and use a variety of appropriate greeting/leave-takings and social formulas (e.g., express politeness, apologize, excuse themselves)	a. **Voudriez-vous? Je voudrais. Pourriez-vous? Je pourrais.**	a. As needed
b. Issue and react to simple invitations	b. **Pouvoir, vouloir** (conditional); polite imperatives and interrogatives of known verbs	b. Prepositions of location and time; adverbs of futurity
c. Arrange a meeting with someone at a specific time, place, date	c. Express futurity using **aller** + infinitive	c. As in item *b* above
d. Understand and use common and appropriate telephone phrases	d. As in item *b* above	d. Interrogative pronouns, adjectives, and adverbs

Topics and Vocabulary	Culture
Review and re-entry of Level I	*Review and re-entry of Level I*
a. **Expressions de politesse** for all situations listed in overview and in social and personal interactions (e.g., **Bonjour M/Mme. Pardon. Au revoir, Mme.**)	a. Appropriate linguistic and physical behaviors in various types of social interaction (e.g., dining at someone's home, dating)
b. Rejoinders of acceptance or rejection; make excuses; express pleasure and regret (e.g., **Je regrette. volontiers, avec plaisir**)	b. Patterns, customs, and activities of friendship and dating; **les loisirs**
c. Numbers; locations, directions; dates; common business terms (e.g., names of businesses, personnel, commonly used items)	c. Knowledge of business hours and etiquette
d. Telephone phrases including formulas for opening and closing conversations in various registers (e.g., **Allô, ici Pierre. Ne quittez pas! Qui est à l'appareil?**)	d. Telephone usage—location and costs of public phones; frequency and duration of calls; appropriate reasons for calling; procedures for use; reading a phone book; obtaining operator assistance; availability and cost of home telephone

By the end of Level II, students' proficiency range will be *novice high* to *intermediate low*.
Grammatical errors still appear in morphology and syntax patterns (especially in those dissimilar to English patterns) but subject/verb agreements are made with commonly used verbs, as are number agreements on nouns/articles. Phonological and grammatical errors are fewer than in Level I, but still occur frequently enough to mark the student distinctly as a foreigner. Students will be understandable to natives used to dealing with non-native speakers.

Levels III & IV Basic Curriculum Content
Living and Functioning Socially in the Target Culture
(Level III—450 Contact Hours, Level IV—600 Contact Hours)

Overview—Level III & Level IV	Verbs	Other Parts of Speech/Idioms
Students will*	*Review and re-entry of Levels I and II*	*Review and re-entry of Levels I and II*
1. Participate actively using oral and written forms.	• Level I and II verbs in the present tense, **passé composé**, and **aller** + infinitive for future use; recognitional knowledge of **imparfait**	• **Depuis** expressions
2. Go beyond immediate events to narrate and describe in the past, future, and present in oral and written form.	• Levels I-IV verbs in the imperfect, future, and conditional tenses and in affirmative, negative, and interrogative forms	• Use of infinitive after prepositions and perfect infinitive after **après**
3. Explore options in a situation and handle difficulties and unexpected events.	• **Passé composé** vs. **imparfait** (basic distinctions and usage)	• Relative pronouns (e.g., **qui/que, ce qui/ce que, dont, lequel**)
	• Use of the future and future perfect with certain conjunctions (e.g., **quand, dès que, aussitôt que**)	• Distinction between interrogative pronouns for people and things
	• Present subjunctive mood used with emotive and impersonal expressions	• Appropriate use of double object pronouns in affirmative and negative statements, interrogative and imperative sentences
	• Present/future and imperfect/conditional forms of known verbs; **si**-clauses	• Possessive pronouns
	• Present tense of known verbs with **depuis, il y a, ça fait**	• Syntax of pronouns with conjugated verbs and infinitives
	• Recognitional knowledge of known verbs in the pluperfect, conditional perfect, **passé simple**, passive voice	• **Tout** and its forms as adjectives, pronouns, and adverbs
	• Irregular verbs not covered in Levels I and II, including **devoir, suivre, ouvrir**	• Position of adjectives to change meaning
	• **Si** + **on** with the **imparfait** for making suggestions	• **Penser** with **à, de,** and **que**
		• Appropriate use of **il/elle est** vs. **c'est**; and **ils/elles sont** vs. **ce sont**
		• Transitional words and phrases (e.g., **puis, ensuite, enfin**)
		• Causality phrases (e.g., **par conséquence, donc, à cause de, parce que**)
		• **On** used as a pronoun of general reference or in place of **nous** or **vous**

**Note: These items are re-entered and used communicatively in the following Level III and Level IV functions.*

Topics and Vocabulary	Culture
Review and re-entry of Levels I and II *With reference to both the native and target cultures* • Relationships • Residence • Hobbies • Pastimes • Personal interests • Opinions • Feelings • Daily routine • Leisure-time activities • Current events • Politics • Intellectual and aesthetic pursuits (e.g., movies, theater, TV, books, magazine articles, art) • Special personal events (e.g., weddings, family gatherings) • Holidays and other special events • Various modes of travel • Geography	*Review and re-entry of Levels I and II* • Common slang expressions • **La vie quotidienne** • Educational system • Holidays and other special events • Media • Typical reading material (e.g., books, magazines, newspapers) and possible political orientation • Various aspects of travel • Family and personal relationships • Typical types of work • Appropriate behavior in social and work situations—acceptable topics of discussion; not probing too deeply into personal life; etiquette; expressing displeasure, disagreement, opinions, and values; influencing others; polite to impolite register levels • Current events • Politics as a perennial and nonpersonal topic of conversation; importance of being well informed on politics and current events in France, U.S., world

Level III—450 hours
Level IV—600 hours

Note: The development of functions and proficiency spanning 300 to 600 contact hours is described in this section. **This does not imply that students in Levels III and IV should be taught together in one class; Level III is considered to be a prerequisite to Level IV.** The proficiency descriptions for the two levels are in one section because students may acquire the functions at various times, depending on individual acquisition sequences and the teacher's materials and instructional approach. However, by the end of 600 contact hours (i.e., after four consecutive levels of instruction) student proficiency is likely to appear in the functions, content, and accuracy described.

Functions Applying Memorized Material from Levels III & IV Overview

Function	Verbs	Other Parts of Speech/Idioms
1. Students will participate actively using oral and written forms.*	*Review and re-entry of Levels I and II*	*Review and re-entry of Levels I and II*
a. Understand questions about themselves	a. Interrogative of known verbs in commonly used tenses (using syntactical changes or intonation)	a. Interrogative pronouns and expressions; distinction between interrogative pronouns for people and things; **depuis** expressions; possessive pronouns; object pronouns; **penser** with **à, de,** and **que**
b. Ask others for information about themselves	b. As in item *a* above	b. As in item *a* above; appropriate usage of **il/elle est** vs. **c'est, ils/elles sont** vs. **ce sont**
c. Understand extended answers to their questions	c. Utilize known verbs in commonly used tenses, including the **imparfait**, conditional, and future tenses; recognitional knowledge of the pluperfect, subjunctive, and other less commonly used tenses/moods of known verbs; **passé composé** vs. **imparfait**	c. Object pronouns; possessive pronouns; relative pronouns; transitional and causality words and expressions; **depuis** expressions; use of **on** as a pronoun of general reference or in place of **nous** or **vous**
d. Give detailed and extended information about themselves to others	d. Utilize known verbs in commonly used tenses, including the **imparfait**, conditional, and future tenses; **passé composé** vs. **imparfait**; present tense of known verbs with **depuis, il y a, ça fait**; use of the future with some conjunctions (e.g., **quand, dès que, aussitôt que**)	d. Relative pronouns; **il/elle est** vs. **c'est, ils/elles sont** vs. **ce sont**; transitional and causality words and expressions; **depuis** expressions

***Note:** In contrast to previous levels, this function is carried out in strings of sentences that begin to resemble short, organized paragraphs rather than single, unrelated, simple sentences; the function may be initiated by the student as well as carried out as a response.*

Topics and Vocabulary	Culture
Review and re-entry of Levels I and II a. Relationships; residence; leisure-time activities, hobbies; opinions and feelings; daily routine; special personal events (e.g., weddings, family gatherings); geography	*Review and re-entry of Levels I and II* a. Family and personal relationships on a factual basis; typical types of work
b. As in item *a* above	b. As in item *a* above; appropriate behavior in social and work situations
c. As in item *a* above	c. As in item *a* above; appropriate behavior in social and work situations; common slang expressions
d. As in item *a* above	d. As in item *a* above

Functions Applying Memorized Material from Levels III & IV Overview (*continued*)

Function	Verbs	Other Parts of Speech/Idioms
2. Students will go beyond immediate events to narrate and describe in the past, future, and present in oral and written form.	*Review and re-entry of Levels I and II*	*Review and re-entry of Levels I and II*
a. Recount a sequence of events that happened to them or someone else	a. **Passé composé** vs. **imparfait**; **aller** + infinitive for expressing future action; future tense	a. Adverbs of time and location; transitional and causality words and expressions (e.g., **d'abord, puis, ensuite/par consequence, parce que, à cause de**)
b. Summarize a movie, TV program, book, magazine article, etc.	b. **Passé composé** vs. **imparfait**	b. Transitional and causality words and expressions; **il /elle est** vs. **c'est**; **on** usage
c. Discuss current events and express a reaction to them in simple factual terms	c. Subjunctive mood with emotive and impersonal expressions; **si**-clauses; **devoir**	c. **Penser** with **à, de,** and **que**; transitional and causality words and expressions; interrogative pronouns; **on** usage
d. Discuss plans for a future event (picnic, holiday, trip, etc.)	d. **Aller** + infinitive for expressing future action; future tense; **si**-clauses; **devoir**; conditional tense; subjunctive mood with emotive and impersonal expressions	d. Interrogative pronouns; transitional words and phrases
e. Understand others' accounts of all of the above	e. **Passé simple** in written form; pluperfect; conditional perfect; passive voice	e. Items used more commonly in written form than oral form (e.g., double object pronouns, relative pronouns, syntax of pronouns with conjugated verbs and infinitives)

Topics and Vocabulary	Culture
Review and re-entry of Levels I and II	*Review and re-entry of Levels I and II*
a. Relationships; pastimes, personal interests, leisure-time activities; daily routine; special personal events (e.g., weddings, family gatherings); holidays; geography	a. **La vie quotidienne**; holidays and other special events; travel experiences; typical types of work
b. Intellectual and aesthetic pursuits; leisure-time activities	b. Media; typical reading material
c. Current events; politics; opinions and feelings	c. Media; current events; politics as a perennial and non-personal topic/the importance of being well informed; educational systems; expressions of approval/disapproval and valuing
d. Pastimes; leisure-time activities; special personal events; holidays; special events in the target culture; geography; intellectual and aesthetic pursuits	d. Holidays, other special events; various aspects of travel; geography; typical types of work
e. As in the above items	e. As in the above items

Functions Applying Memorized Material from Levels III & IV Overview (*continued*)

Function	Verbs	Other Parts of Speech/Idioms
3. Students will explore options in a situation and handle difficulties and unexpected events.	*Review and re-entry of Levels I and II*	*Review and re-entry of Levels I and II*
a. Suggest alternatives rather than accept the option offered (send back unacceptable food, change a departure time, etc.)	a. Utilize known verbs; present subjunctive mood using emotive and impersonal expressions; si-clauses; conditional and imperative forms for making requests (e.g., **Je voudrais./Voudriez-vous ? Donnez-moi plutôt un billet de 2ème.**)	a. **Il/elle est** vs. **c'est**; transitional and causality words and expressions; relative pronouns (e.g., **La chambre que vous m'avez donnée ne me plait pas.**); **tout** and its forms; syntax of pronouns with conjugated verbs and infinitives (e.g., **Je ne peux pas l'accepter.**); **penser que**
b. Influence/encourage someone to do something (change places on a train, return a purchase, etc.)	b. Utilize known verbs; present subjunctive mood; conditional and imperative forms for making requests; use of future with certain conjunctions (e.g., **Aussitôt que tu auras fini la vaisselle, on pourra partir.**)	b. Use of infinitive after prepositions and perfect infinitive after **apres**; double object pronouns (e.g., **Tu veux me le donner?**); syntax of pronouns with conjugated verbs and infinitives (**Peut-être que tu peux me le donner?**); transitional and causality words and expressions; **penser que**
c. Seek explanations for the unexpected (find out why the check for a meal is high, why the credit card is not accepted, etc.)	c. Interrogative of all known verbs and tenses; present subjunctive mood	c. Relative pronouns; interrogative pronouns for people and things (e.g., **Qu'est-ce qui se passe?, Qui est-ce qui aurait fait cela?**); **il/elle est** vs. **c'est**; transitional and causality words and expressions; on usage (e.g., **Pourquoi est-ce qu'on m'a donné un billet de première classe?**

Topics and Vocabulary	Culture
Review and re-entry of Levels I and II	*Review and re-entry of Levels I and II*
a. Hotels (e.g., requesting a quieter or cheaper room); restaurants (e.g., send back unacceptable food, question a bill); public transportation (e.g., change departure time, change a ticket from first to second class); pastimes, leisure-time activities (e.g., insist on student rates); daily routines	a. Appropriate linguistic and physical behavior; change in register level (e.g., express displeasure or disagreement politely either verbally or non-verbally); **la vie quotidienne**; slang expressions; travel aspects
b. Relationships; politics and current events; special personal events; travel; daily routine; intellectual and aesthetic pursuits	b. Appropriate linguistic and physical behavior; **la vie quotidienne**; slang expressions; travel aspects; family and personal relationships; typical types of work; politics and current events
c. Relationships; politics and current events; special personal events; travel; leisure-time activities; opinions; feelings	c. As in item *b* above

By the end of Level III and Level IV, the students' proficiency range will be *intermediate low* to *intermediate high*. Students can handle the basic elementary grammatical constructions quite accurately and can use constructions to refer to the past and future in listening, speaking, reading, and writing activities. Errors still occur in grammatical forms and usage. Pronunciation often is faulty but intelligible. While students sometimes miscommunicate and must hesitate or use paraphrasing and fillers, they are likely to be comprehensible to natives not accustomed to dealing with foreigners.

The six functions listed in Level I are sequential. They proceed from memorization of utterances to more sophisticated levels of discourse in which the student is expected to apply grammatical generalizations to express meaning spontaneously. The grammatical, vocabulary, and cultural topics in Level I are also listed in a sequence. However, the actual order of presentation will depend upon the textbook and materials used in the course. Many of the verbs, vocabulary items, and idioms will be introduced early in memorized sequences without being fully internalized in terms of grammatical mastery. For example, in Level I, Function 1, after the first few weeks of instruction students can be expected to respond to questions such as the following:

Q. **Hast du gut geschlafen?** A. **Ja, ich habe gut geschlafen.**

Q. **Wie geht es dir?** A. **Es geht mir gut.**

Students can be expected to engage in such speech acts even though the full formal introduction of the present-perfect tense and the dative case will not occur until Level II.

As teachers proceed through Levels II, III, and IV, they should constantly re-enter the material from earlier levels through reviews, warm-ups, and drill exercises, so that students can thoroughly internalize the material. Through this process, students gradually make the vocabulary and grammar a natural part of their language functioning.

Level I Basic Curriculum Content
Basic Survival in the Classroom
(150 Contact Hours)

Overview--Level I	Verbs & Word Order
Students will*	• Present tense of common verbs
1. Understand and produce memorized utterances and sequences in oral and written form.	• Present-tense forms of selected irregular verbs
2. Develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions.	• Future time expressed by present tense and adverb
3. React, in a limited way, in a social situation without complications.	• Selected present-perfect constructions to express past actions
4. Understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences.	• Kennen/wissen
5. Show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual.	• Word order for statements, questions, and commands.
6. Write or give orally a limited description of two-four single sentences about the known and concrete environment, given a topic or visual aid.	• Past time expressed by present tense + schon
	• Gern with verbs
	• Present tense of modals with infinitive
	• React to imperatives in the classroom
***Note: These items are re-entered and used communicatively in the following Level I functions.**	

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
• Nouns with definite and indefinite articles in the nominative and accusative • Personal pronouns in the nominative • Possessive adjectives in the nominative (**mein, dein, sein, unser, euer, ihr**) • Appropriate adverbs • Conjunctions (**und, oder, aber, denn**) • Isolated dative constructions • Adjectives following the verb **sein** • Pronouns in the accusative • Accusative prepositions • Interrogatives (**wer, was, wo/wohin, wann, wieviel,** etc.) • Negation with **nicht, kein**	• Alphabet (oral mastery) • Numbers 1-1000 • Days of week, months, seasons • Weather, thermometer • Health • Emotions (feelings) • Personal activities • Classroom expressions • Rejoinders and interjections • Names (typical male and female) • Age • Family • House (name of rooms, phrases, **zu Hause, nach Hause**) • Body parts • Greetings and leave-takings • Courtesy expressions • Time (as an extension of counting) • Sports • Likes and dislikes • Question words • Metric system • Colors • Meals • Food • Clothing • Dates including abbreviations and ordinal numbers	• Songs (folk songs and current hits) • Rhymes and sayings • Proverbs • Polite and familiar address • Names and titles • 24-hour clock • Handshake • Greetings • Phone numbers • German-speaking countries • Holidays (Christmas and Easter) • German foods • Hiking and walking • Currency • Basic geographical terms about German-speaking countries • Capitalizing nouns • Letter writing including capitalization of **Du, Dein, Ihr, Euer** • Sports

Functions Applying Memorized Material from Level I Overview

Function	Verbs & Word Order
1. Students will understand and produce memorized utterances and sequences in oral and written form.	
a. Respond to basic questions used in class, dealing with health, weather, time, etc., in the affirmative or negative **Bist du krank?** **Nein, ich bin nicht krank.** **Ja, ich bin krank.** **Wohin gehst du?** **Ich gehe ins Kino?** **Wo bist du?** **Ich bin in der Schule.** b. Repeat such basic questions and ask them of other students c. Recite sequences, such as the alphabet, days of the week, months, seasons, and numbers d. Respond to visual cues dealing with colors, time, members of the family, rooms of house, and body parts e. Recite cultural songs, games,and rhymes	– Present tense forms including agreement of subject and verb – Present tense form of **haben, sein, werden, möchten** (treated as a regular verb) – Future time expressed by present tense + adverb **Ich gehe morgen zur Schule.**
2. Students will develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions.	
a. Seek information **Welche Übung machen wir?** **Wann ist der Test?** b. Express confusion or lack of understanding **Ich verstehe das nicht.** **Erklären Sie das, bitte!** c. Follow directions **Gehen wir zum Sprachlabor!** **Öffnet das Buch auf Seite 8!** **Wiederholt, alle zusammen!** d. Make excuses and ask permission **Es tut mir leid; meine Arbeit ist nicht fertig.** **Darf ich meinen Bleistift spitzen?**	– Selected present-perfect constructions to express past actions **Hast du gut gemacht?** **Ja, ich habe gut gemacht?** – Present tense form of **haben, sein, werden, möchten** (treated as a regular verb) – Future time expressed by present tense + adverb **Ich gehe morgen zur Schule.** **Wir gehen bald nach Hause.** – React to imperatives in the classroom **Gehe an die Tafel.** **Ich gehe an die Tafel.**

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
– Nouns with definite and indefinite articles in the nominative and accusative (concept of grammatical gender and number and noun compounds) – Personal pronouns in the nominative – Possessive adjectives in the nominative (**mein, dein, sein, unser, euer, ihr**) – Appropriate adverbs (**hier, da, heute, morgen, gestern**, etc.) – Conjunctions **und, oder, aber, denn** – Isolated dative constructions **Wie geht es euch?** **Wie schmeckt es euch?** **Mir ist kalt, warm, heiss.**	– Alphabet (oral mastery) – Numbers 1-1000 – Days of week, months, seasons – Weather, thermometer – Health – Emotions (feelings) – Personal activities **Ich stehe auf.** **Ich wasche mich.**	– Songs (folk songs and current hits) – Rhymes and sayings – Proverbs
– Conjunctions **und, oder, aber, denn** – Nouns with definite and indefinite articles in the nominative and accusative (concept of grammatical gender and number and noun compounds) – Appropriate adverbs (**hier, da, heute, morgen, gestern**, etc.) – Possessive adjectives in the nominative and accusative (**mein, dein, sein, unser, euer, ihr**) – Pronouns in the nominative	– Classroom expressions – Teacher **Gehe an die Tafel.** **Passt auf.** – Student **Darf ich zur Toilette gehen?** – School courses – Classroom objects – Rejoinders and interjections **Ausgezeichnet!** **Prima!** **Wie Schade!**	– German grading system in the schools – Classroom procedures – Forms of address – Register levels

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs & Word Order
3. Students will react, in a limited way, in a social situation without complications. a. Use appropriate greetings and leave-takings b. Use typical German names and titles appropriately c. Give personal information in one- or two-sentence sequences	– **Kennen/wissen** – Word order for statements, questions, commands including **wir** imperative **Gehen wir nach Hause!**
4. Students will understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences. **Gehst du mit Paul oder allein?** **Kommst du morgens mit dem Bus?** **Warst du gestern krank?** **Was gibts neues?** **Nichts Besonderes.** **Hast du gut geschlafen?** **Ja, ich habe gut geschlafen.** **Bist du früh aufgestanden?** **Nein, ich bin nicht früh aufgestanden?** **Was hast du heute gegessen?** **Ich habe Toast gegessen.**	– Selected present-perfect constructions to express past actions **Was haben Sie für heute geplant?** – Past time expressed by present tense + **schon** **Ich gehe schon 10 Jahre zur Schule.** – **Gern** with words **Spielst du gern Tennis?** – Present tense of modals with selected verbs – Present tense of modals without infinitive **I muß nach Hause.** **Ich will nach Hause.** – **Kennen/wissen** – Word order for statements, questions, commands, including **wir** imperative **Gehen wir nach Hause!**

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
– Adjectives following the verb sein **Der Apfel ist rot.** **Die Bücher sind schwer.**	– Names (typical male and female) – Age – Family – House (name of rooms, phrases, **zu Hause, nach Hause**) – Body parts – Greetings and leave-takings – Courtesy expressions **Wie bitte?** **Verzeihung.** **Bitte. Danke.** **Ich hätte gern ....** **Würden sie mir bitte geben ....** – Time (as an extension of counting)	– Polite and familiar address – Names and titles (**Frau** = Ms. or Mrs.) – 24-hour clock – Handshake – Greetings – Phone numbers
– Pronouns in the accusative – Accusative prepositions	– Time (as an extension of counting) – Sports	– German money (coins and currency) – Sports in German-speaking countries

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs & Word Order
5. Students will show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual. a. Respond realistically to basic questions used in class **Hast du dein Buch vergessen?** **Nein, ich habe es verloren.** **Ist deine Hand verletzt?** **Ja, mein Hund hat mich gebissen.** b. Manipulate memorized material to fit the situation **Ich spiele gern Tennis aber nicht gern Golf.** **Im Sommer will ich nach Österreich.** c. Give a one-sentence description of items, using adjectives of color and size **Mein Hund ist braun und sehr gross.** **Das Buch ist rot.** d. Give one-word or one-sentence answers to factual questions based on cultural information **Wo liegt der Schwarzwald?** **Wo kann man Kaffee und Kuchen essen?** e. Express likes and dislikes in single sentences **Ich esse gern Sauerkraut.** **Ich hasse Katzen.** f. Express agreement and disagreement with others' likes and dislikes **Ich spiele auch gern Gitarre.** **Ich mag nicht dieselbe Farbe tragen wie Paula.**	- **Gern** with verbs **Spielst du gern Tennis?** – Present tense of modals with selected verbs – Present tense of modals without infinitive **Ich muß nach Hause.** **Ich will nach Berlin.** – Past time expressed by present tense + **schon** **Ich gehe schon 10 Jahre zur Schule.**
6. Students will write or give orally a limited description of two-four single sentence utterances about the known and concrete environment, given a topic or visual aid.	– Telephone expressions **Ich nehme den Hörer ab.** **Er legt den Hörer auf.**

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
- Interrogatives (**wer, was, wo/wohin, wann, wieviel**, etc.) **Was gibt's zum Abendessen?** **Wieviel Kostet das Hemd?** **Wem gehört der Hut?** - Negation with **nicht, kein** **Er trägt keinen Schlips.**	- Likes and dislikes - Question words including **Was für ein?** - Metric system in response to questions such as **Wie weit? Wie lang? Wie groß?** - Colors - Meals - Food - Clothing - Dates including abbreviations plus ordinal numbers	- German-speaking countries **BDR, DDR, Republik Österreich, die Schweiz** - Holidays (Christmas and Easter) - German foods - Hiking and walking - Currency - Basic geographical terms about German-speaking countries (capitals **Hauptstädte, Landeshauptstädte**) - Capitalizing nouns
- Comparative and superlative (**gut, besser, am besten, alt, älter, am ältesten**)	- Telephone greetings and farewells - Telephone vocabulary	- Letter writing including capitalization of **Du, Dein, Ihr, Euer**

By the end of Level I, students' proficiency range will be *novice low* to *novice high*.
Students will perform in a manner that is comprehensible to a native speaker who is patient and used to dealing with non-native speakers. Phonological and grammatical errors are frequent. They are expected and even accepted as long as they do not interrupt the comprehensibility of the interchange.

Level II Basic Curriculum Content
Basic Survival in the Target Culture
(300 Contact Hours)

Overview—Level II	Verbs & Word Order
Students will* **1. Be able to get into, through, and out of typical cultural situations.** **2. Be able to tend to their welfare in the target culture.** **3. Be able to interact socially in an appropriate manner.** ***Note: These items are re-entered and used communicatively in the following Level I functions.**	*Review and re-entry of Level I* • Verbs with separable prefixes in the present tense • Modal constructions with infinitives/negation of modal constructions **Lassen** construction Future with **werden** (for emphasis) • Present-perfect tense of all verbs including modals • Present tense vs. present perfect • **Schon...seit** construction to express past action continuing into the present • Dative of interest • Reflexive verbs • Irregular imperatives • **Nicht brauchen + zu** as a negation of **müssen** • **Mögen** vs. **gern** construction • Indirect objects

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
Review and re-entry of Level I • **Ein** and **der** words and **wer** in the nominative, dative, and accusative • Omission of article **Ich bin Schüler/Schülerin.** • Imperfect tense of **sein, haben** • Prepositions—dative, accusative, dative and accusative • **Weh tun, schmerzen** with parts of the body • **Werden**	*Review and re-entry of Level I* • **Man**, e.g., **man geht, man nimmt**, etc. • Weather report • Transportation • Points of the compass (**Norden, nördlich**) • Vocabulary building: word families • Telling time • Dates of the calendar • Hobbies • Names of neighboring countries • **Es gibt** • Sports • Personal activities • **Nicht brauchen zu.** • **Wie viel? Wie viele?** • **Es gibt** vs. **es ist, es sind**	*Review and re-entry of Level I* • Courtesy expressions • Opening and closing times • Polite commands • Expressing personal needs • Flavoring words (**na, ja, denn, mal, doch**, etc.) • Greetings—regional variations • German school system • Using the telephone • **Marktplatz** • Eating establishments • Table setting, table manners • **Kaffeetrinken** • Metric measures of volume and weight • Naturalness in nutrition and health (spas, natural foods, fresh foods, **frische Luft**) • Transportation • Drivers' education • Geography • **Landkarte, Stadtplan**

Functions Applying Memorized Material from Level II Overview

Function	Verbs & Word Order
1. Students will be able to get into, through, and out of typical cultural situations. a. Make simple inquiries orally **Wo ist der Bahnhof?** **Ist das der Bahnhof?** b. Get people to restate things more simply or slowly – Polite imperatives – Try to paraphrase – Repeat part of a sentence with interrogative intonation – Polite interjection **Wie bitte? Ich verstehe nicht.** **Sprechen Sie bitte langsamer!** **Was haben Sie gesagt?** c. Complain and refuse politely (e.g., express displeasure, give simple commands) **Das ist mir aber zu teuer.** **Das will ich aber nicht.** **Möchten Sie mehr Wein?** **Danke.** (*No thank you.*) d. Give more extended personal information **Ich studiere schon seit zwei Jahren an der Uni.** **Ich habe am vierten Juli Geburtstag.**	*Review and re-entry of Level I* – Verbs with separable prefixes in the present tense **Ich kaufe ein.** **Ich stehe auf.** **Ich sehe fern.** – Modal constructions with infinitives – Negation of modal constructions **Lassen** construction Future with **werden** (for emphasis) – Present-perfect tense of all verbs including modals – Present tense vs. present-perfect **Ich habe zwei Jahre an der Uni studiert.** *I studied two years at the university.* **Ich studiere schon zwei Jahre an der Uni.** *I have been studying two years at the university.* – **Schon...seit** construction to express past action continuing into the present **Ich studiere schon seit zwei Jahren an der Uni.**

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
Review and re-entry of Level I	*Review and re-entry of Level I*	*Review and re-entry of Level I*
– **Ein** and **der** words and **wer** in the nominative, dative, and accusative – Omission of article **Ich bin Schüler/Schülerin.** – Imperfect tense of **sein, haben** – Prepositions—dative, accusative, dative and accusative ("two way") – **Weh tun, schmerzen** with parts of the body – **Werden**	– **Man** – Weather report – Transportation – Points of the compass (**Nörden, nördlich**) – Vocabulary building—word families (**das Wort, Sprichwort, Wörterbuch**) – Telling time (**halb eins, viertel vor, viertel nach,** timetables) – Dates of the calendar **Wann hast du Geburtstag?** **Ich habe am neunten Oktober Geburtstag.** – Hobbies	– Courtesy expressions – Opening and closing times – Polite commands – Expressing personal needs **Ich habe Hunger, Angst, Durst,** etc. – Flavoring words (**na, ja, denn, mal, doch,** etc.) – Greetings—regional variations – German school system – Using the telephone – **Marktplatz** – Eating establishments – Table setting, table manners – **Kaffeetrinken** – Metric measures of volume and weight – Naturalness in nutrition and health (spas, natural foods, fresh foods, **frische Luft**) – Transportation – Drivers' education – Geography – **Landkarte, Stadtplan**

Functions Applying Memorized Material from Level II Overview (*continued*)

Function	Verbs & Word Order
2. Students will be able to tend to their welfare in the target culture. a. Express physical discomfort and needs, and describe medical needs in very simple terms (e.g., hunger, fatigue, illness) **Mir ist kalt.** **Ich habe Kopf schmerzen.** b. Request help in attending to needs and/or uncertainties **Wann beginnt der Film?** **Wo ist die Toilette/das WC?** c. Buy items in a street market or various stores **Ich möchte ein Schwarzbrot bitte.** **Geben Sir mir bitte sechs Scheiben Käse.** d. Cash a check and change money **Wo kann ich meinen Scheck lösen.** **Wo kann ich Geld wechseln?**	*Review and re-entry of Level I* – Dative of interest **Es ist mir zu teuer.** **Ich wasche dem Kind das Gesicht.** **Ich ziehe dem Kind den Mantel an.** **Ich ziehe mir den Mantel an.** **Ich Kaufe mir ein Buch.**
3. Students will be able to interact socially in an appropriate manner. a. Use a variety of appropriate greeting/leave-takings and social formulas (e.g., express politeness, apologize, excuse oneself) **Das ist aber sehr nett von Ihnen.** **Ich muß mich leider verabschieden.** **Reichen Sie mir bitte das Salz.** b. Issue and react to simple invitations **Komm zu uns um halb vier.** **Ich bin heute Abend leider beschäftigt.** c. Arrange a meeting with someone at a specific time, place, date **Treffen wir uns um vierzehn Uhr.** **Was hast du morgen um elf Uhr vor?** d. Use common and appropriate telephone phrases **Aufwiederhören/Aufwiedersehen.** **Ich möchte Dr. Schmidt sprechen.** **Er ist im Moment nicht da.**	– Reflexive verbs – Irregular imperatives – **Nicht brauchen + zu** as a negation of **müssen** – **Mögen** vs. **gern** construction – Indirect objects – **Wer meldet sich?** – **Wer ruft an?**

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
Review and re-entry of Level I – **Weh tun, schmerzen** (with parts of the body)	*Review and re-entry of Level I* – Names of neighboring countries – **Es gibt** – Sports – Personal activities – Telling time – Timetables – Transportation – Dates of the calendar	*Review and re-entry of Level I* – Opening and closing times – Greetings—regional variations – **Marktplatz** – **Landkarte, Stadtplan** – Expressing personal need **Ich habe Hunger, Durst, Angst,** etc.
– **Tschuß** – **Auf Wiederhören.**	– **Nicht brauchen zu.** – **Wie viel? Wie viele?** – **Es gibt vs. es ist, es sind** – Hobbies – Dates of the calendar	– Courtesy expressions – Table manners – Using the telephone – Letter writing – Holidays (Christmas and Easter) – Dates of the calendar

Note: Some dative forms and reflexives have been included as fixed idioms and set responses to stock questions. This does not imply mastery of the dative case. Other items not listed above may be introduced for recognition only.

By the end of Level II, students' proficiency range will be *novice high* to *intermediate low*.
Grammatical errors still appear in morphology and syntax patterns (especially in those dissimilar to English patterns) but subject/verb agreements are made with commonly used verbs, as are number agreements on nouns/articles. Phonological and grammatical errors are fewer than in Level I, but still occur frequently enough to mark the student distinctly as a foreigner. Students will be understandable to natives used to dealing with non-native speakers.

Levels III & IV Basic Curriculum Content
Living and Functioning Socially in the Target Culture
(Level III—450 Contact Hours, Level IV—600 Contact Hours)

Overview—Levels III & IV	Verbs & Word Order
Students will* **1. Participate actively using oral and written forms.** **2. Go beyond immediate events to narrate and describe in the past, future, and present in oral and written forms.** **3. Explore options in a situation and handle difficulties and unexpected events.** ***Note: These items are re-entered and used communicatively in the following Level III and Level IV functions.**	*Review and re-entry of Levels I and II* • Present-perfect of **sein** and **haben** • **Mögen** and **möchten** • Other auxiliary verbs + **zu** **Ich habe viel zu tun.** • Um-zu construction • Word order—direct and indirect objects • Verbs with separable and inseparable prefixes in present and present-perfect tenses • Reflexive verbs in the dative and accusative contrasted with dative of interest • Past participles of irregular weak verbs • Imperfect tense • Past-perfect tense • Relative clauses • **Würde** constructions • Subjunctive of **sein** and **haben** • Subjunctive I and II of all verbs, present and past time • Passive voice

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
Review and re-entry of Levels I & II • Uses of **als/wenn** vs. **wann** • Prepositions with relative pronouns • Relative pronouns • Subordinating conjunctions • Comparison of adjectives and adverbs • Adjective endings • **Wo/da** compounds • Time expressions • Nouns declined as adjectives • **Ein** words used as pronouns • Genitive case • Genitive prepositions • Indefinite relative pronoun **was** • **Es steht** **Es steht in der Zeitung.**	*Review and re-entry of Levels I and II* • Inhabitants of cities and countries • Languages • Expressions for personal hygiene • Hobbies • Prefix **un-** • Suffixes **-los, -heit, -ung, -keit, -lich** • Business and technical language • Formal language and appropriate gestures	*Review and re-entry of Levels I and II* • Dialects • Geography • University and vocational education • Newspapers and magazines • Postal system • Transportation system • Holidays • **Restaurant/Konditorei** • Readings and audio-visual presentations • Business and technical correspondence • Music, history, literature, science, art, German-Americans

Level III—450 hours
Level IV—600 hours

Note: The development of functions and proficiency spanning 300 to 600 contact hours is described in this section. **This does not imply that students in Levels III and IV should be taught together in one class; Level III is considered to be a prerequisite to Level IV.** The proficiency descriptions for the two levels are in one section because students may acquire the functions at various times, depending on individual acquisition sequences and the teacher's materials and instructional approach. However, by the end of 600 contact hours (i.e., after four consecutive levels of instruction) student proficiency is likely to appear in the functions, content, and accuracy described.

Functions Applying Memorized Material from Levels III & IV Overview

Function	Verbs & Word Order
1. Students will participate actively using oral and written forms.*	*Review and re-entry of Levels I and II*
a. Understand questions about themselves b. Ask others for information about themselves c. Understand extended answers to their questions	– Present-perfect of **sein** and **haben** – **Mögen** and **möchten** **Ich möchte keinen Kaffe.** **Ich mag Kaffee nicht.** – **Legen/liegen, stellen, stehen, hängen** – Other auxiliary verbs + **zu** **Ich brauche nicht zu gehen.** **Ich habe viel zu tun.** – Um-zu construction **Ich arbeite um zu leben.** – Word order—direct and indirect objects – Verbs with separable and inseparable prefixes in present and present-perfect tenses – Reflexive verbs in the dative and accusative contrasted with dative of interest **Ich fühle mich nicht wohl.** **Ich ziehe mir den Mantel an.** **Ich ziehe mich an.** **Ich wasche mich.** **Ich wasche mir die Hände.**

**Note:* *In contrast to previous levels, this function is carried out in strings of sentences that begin to resemble short, organized paragraphs rather than single, unrelated, simple sentences; the function may be initiated by the student as well as carried out as a response.*

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
Review and re-entry of Levels I and II	*Review and re-entry of Levels I and II*	*Review and re-entry of Levels I and II*
– Uses of **als/wenn** vs. **wann** **Ich weinte immer als ich ein Kind war.** **Ich weine wenn ich traurig bin.** **Ich weiss nicht wann der Zug kommt.** – Prepositions with relative pronouns – Relative pronouns – Subordinating conjunctions – Comparison of adjectives and adverbs – Adjective endings (singular, plural, nominative, dative, and accusative) – **Wo/da** compounds – Time expressions with **im/am**	– Inhabitants of cities and countries – Languages—**Gebäude** vs. **Haus** and **Wohnung** – **Sie wohnt bei uns** (*at our house*) – **Kommt heute Abend zu uns** (*to our house*) – Expressions for personal hygiene – Hobbies – Prefix **un-** (e.g., **unschön, Unmensch**) – Suffixes **-los, -heit, -ung, -keit, -lich**	– **Hochsprache, Umgangssprache, Dialekt** – Regional variations in landscape, names of rivers (masculine and feminine) – University and vocational education – Buildings in the city – Newspapers and magazines – Postal system – Specialty shops – Transportation system – Holidays – Restaurant/Konditorei

Functions Applying Memorized Material from Levels III & IV Overview (*continued*)

Function	Verbs & Word Order
2. Students will go beyond immediate events to narrate and describe in the past, future, and present in oral and written form. a. Recount a sequence of events that happened to them or someone else b. Summarize a movie, TV program, book, magazine article, etc. c. Discuss current events and express a reaction to them in simple, factual terms d. Discuss plans for a future event (picnic, holiday, trip, etc.) e. Understand others' accounts of all of the above	*Review and re-entry of Levels I and II* – Past participles of irregular weak verbs – Imperfect tense (narrative past) – Past-perfect tense (receptive use only) – Relative clauses – **Wurde** constructions – Subjunctive of **sein** and **haben** * Subjunctive I and II of all verbs, present and past time * Passive voice **Die Zwiebeln werden klein geschnitten.** **Gestern abend würde viel getanzt.** **Das Abkommen zwischen der BRD und Polen ist 1970 geschlossen worden.**
3. Students will explore options in a situation and handle difficulties and unexpected events. a. Suggest alternatives rather than accept the option offered (send back unacceptable food, change a departure time, etc.) b. Influence or encourage someone to do something (change places on a train, return a purchase, etc.) c. Seek explanations for the unexpected (find out why the check for a meal is high, why the credit card is not accepted, etc.)	* *Level IV*

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
Review and re-entry of Levels I and II	*Review and re-entry of Levels I and II*	*Review and re-entry of Levels I and II*
– Nouns declined as adjectives – Ein words used as pronouns **Ich habe einen Vater.** **Er hat keinen.** – **Es steht** **Es steht in der Zeitung.** * Genitive case * Genitive prepositions * Indefinite relative pronoun **was**	– Formal and informal register in addressing people **Tu das!** vs. **Würden sie das bitte tun.** * Business and technical language * Formal language and appropriate gestures	* Business and technical correspondence * Music, history, literature, science, art, German-Americans
* *Level IV*	* *Level IV*	* *Level IV*

By the end of Level III and Level IV, the students' proficiency range will be *intermediate low* to *intermediate high*. Students can handle the basic elementary grammatical constructions quite accurately and can use constructions to refer to the past and future in listening, speaking, reading, and writing activities. Errors still occur in grammatical forms and usage. Pronunciation often is faulty but intelligible. While students sometimes miscommunicate and must hesitate or use paraphrasing and fillers, they are likely to be comprehensible to natives not accustomed to dealing with foreigners.

The six functions listed in Level I are sequential. They proceed from memorization of utterances to more sophisticated levels of discourse in which the student is expected to apply grammatical generalizations to express meaning spontaneously. The grammatical, vocabulary, and cultural topics in Level I are also listed in a sequence. However, the actual order of presentation will depend upon the textbook and materials used in the course. Many of the verbs, vocabulary items, and idioms will be introduced early in memorized sequences without being fully internalized in terms of grammatical mastery. For example, in Level I, Function 1, after the first few weeks of instruction students can be expected to respond to questions such as the following:

Q. **¿Cómo te llamas?** A. **Me llamo María.**

Q. **¿Te gusta el fútbol?** A. **Sí, me gusta el fútbol.**

Students can be expected to engage in such speech acts even though the full formal introduction of the reflexives and the indirect object pronoun will not occur until Level II.

As teachers proceed through Levels II, III, and IV, they should constantly re-enter the material from earlier levels through reviews, warm-ups, and drill exercises, so that students can thoroughly internalize the material. Through this process, students gradually make the vocabulary and grammar a natural part of their language functioning.

Level I Basic Curriculum Content
Basic Survival in the Classroom
(150 Contact Hours)

Overview—Level I	Verbs & Word Order
Students will*	• Present tense of commonly used, regular -ar, -er, -ir verbs
1. Understand and produce memorized utterances and sequences in oral and written form.	• Word order and intonation in declarative and negative sentences
2. Develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions.	• Word order and intonation in yes/no and information questions
3. React, in a limited way, in a social situation without complications.	• Present tense of selected irregular verbs—ser, estar, ir, tener, saber, salir, decir, venir, hacer, dar
4. Understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences.	• Present tense of selected stem-changing verbs
5. Show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual.	• Selected forms of certain verbs—llamarse (me llamo, te llamas, se llama), gustar (me gusta, te gusta, le gusta, me gustaría, te gustaría), permitir (me permite), sentir (lo siento)
6. Write or give orally a limited description of two-four single sentences about the known and concrete environment, given a topic or visual aid.	• Selected forms of verbs expressing agreements and disagreements—estar de acuerdo, dudarlo
	• React to imperatives in the classroom
	• Memorized automatic pairs of future, using ir + a + infinitive
	• Present tense + adverbs to indicate futurity
	• Differences between jugar and tocar
	• Memorized or automatic pairs of regular preterit of commonly used -ar, -er, -ir verbs
	• Infinitive used after conjugated verbs
	• Preterit of regular verbs
****Note: These items are re-entered and used communicatively in the following Level I functions.*	

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
• Singular and plural of common nouns with their definite and indefinite articles • Singular and plural of subject pronouns • Possessive adjectives • Possession with **de** • Contractions **al** and **del** • Descriptive adjectives, agreement and syntax • Demonstrative adjectives • Prepositions **en, sobre, cerca de, lejos de, a, con, sin, para, por** • Adverbs of quantity, degree, and time (e.g., **muy, mucho, poco, bien, ayer, mañana, hoy**) • Interrogative expressions—**¿Dónde? ¿Cuándo? ¿Cuál? ¿Qué? ¿Cuánto? ¿Por qué? ¿Quién? ¿Cómo? ¿Cuántos?** etc. • Prepositional pronouns • Rejoinders and interjections • Expressions **tener** expressions **hace** with weather **hay** **a la derecha, a la izquierda** • Selected forms of **llamarse** and **gustar** • Expresions of agreement • Expressions of confusion • Negation • Affirmative and negative words (e.g., **algo, nada, tambien, tampoco**)	• Health • Greetings • Leave-takings • Weather • Time • Age • Days of the week • Months • Seasons • Alphabet • Cardinal numbers to 1000 • Color • Family • Rooms of the house • Personal activities • Meals • Food • Clothing • Body parts • Classroom objects • Classroom routine • Classes • Names • Interjections • Rejoinders • Sports • Leisure activities	• Appropriate songs, rhymes, poems, proverbs • Geographical areas where Spanish is spoken and basic geographical terms (north, south, etc.; street maps) • Common gestures and non-verbal communication (embrace, kiss, space) • Typical names • Reading and writing addresses, phone numbers in Spanish fashion • Lack of capitalization (days of week, months, yo, etc.) • Spanish syntax in expressing dates and abbreviation of dates • Recognition of 24-hour clock and Hispanic concept of time • Currency in Spanish-speaking countries • Reaction to health situations • Awareness of varied register levels in greetings (e.g., **Buenos días, Hola**) • Family structure, including godparents • Daily life in Hispanic culture—food, school, sports, holidays, pastimes, clothing

Functions Applying Memorized Material from Level I Overview

Function	Verbs & Word Order
1. Students will understand and produce memorized utterances and sequences in oral and written form.	
a. Respond to basic questions used in class, dealing with health, weather, time **¿Cómo estás?** **Estoy bien, gracias.** **¿Estás enfermo(a)?** **No, no estoy enfermo(a).** **¿Hace buen tiempo hoy?** **Sí, hace buen tiempo.** **¿Qué hora es?** **Son las diez.**	– Present tense of commonly used regular -ar, -er, -ir verbs – Present tense of selected irregular verbs—ser, estar, tener – Word order and intonation in declarative, affirmative, and negative sentences – Word order and intonation of yes/no and information questions
b. Repeat such basic questions, asking them of another student	
c. Recite sequences, such as the alphabet, days of the week, months, seasons, numbers	
d. Respond to visual cues dealing with colors, time, members of the family, rooms of house, body parts	
e. Understand and recite orally songs, rhymes, and sayings	

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
– Singular and plural of common nouns with their definite and indefinite articles – Singular and plural of subject pronouns – Possessive adjectives – Possession with **de** – Contractions **al** and **del** – Appropriate descriptive adjectives, agreement and syntax – Demonstrative adjectives – Appropriate prepositions—**a, de, en, con, sin, para, por** – Appropriate adverbs—**hoy, mañana, bien, mal, así así, cerca, lejos** – Appropriate interrogatives—**¿Cómo? ¿Qué? ¿Quién? ¿Dónde? ¿Cuándo? ¡Cuál?** etc. – Expressions—**tener** expressions and **tener + que +** infinitive, **hace** with weather, **hay, a la derecha,** etc.	– Alphabet (oral mastery) – Days of week, months, seasons – Numbers 1-100 – Weather, thermometer – Health – Colors – Time – Family – Rooms of the house – Body parts	– Reading and writing numerals in Spanish fashion; addresses, phone numbers – Lack of capitalization (days of the week, months, **yo**, etc. – Recognition of 24-hour clock – Spanish syntax in expressing dates and abbreviation of dates – Hispanic concept of time

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs & Word Order
2. Students will develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions. a. Seek information **¿En qué página?** **¿Cuál es el ejercicio?** b. Express confusion or lack of understanding **¿Cómo? No comprendo.** **Repita, por favor.** c. Follow directions **Abran el libro, por favor.** **Contesten en español.** d. Make excuses **No tengo lápiz.** **Mi taréa está en casa.** e. Ask permission **¿Se puede hablar en inglés?** **¿Me permite salir?** f. Express emotions **¡Caramba! ¡Qué bueno!** **¡Ay de mí!**	– Word order and intonation of yes/no and information questions – Negative statements (**no sé, no sabes, no comprendo**) – React to singular and plural imperatives of verbs commonly used in classroom activities—**abrir, contestar, decir, escribir, escuchar, leer, repetir, terminar, sentarse, levantarse, venir** – Selected forms of certain verbs—**me permite, me gustaría, lo siento**
3. Students will react, in a limited way, in a social situation without complications. a. Understand and use appropriate greetings and leave-takings **Buenos días, señora García.** **Hasta mañana, Carlos.** b. Understand and pronounce typical male and female names **Me llamo Jesús.** **Don Diego es el amigo de mi padre.** c. Understand and give personal information in one- or two-sentence sequence, such as name, age, family members **Me llamo María.** **Tengo dieciséis años.** **Tengo dos hermanos y un perro.**	– Appropriate verbs in the present including **ser, estar, tener** – Present tense of selected forms of **llamarse—me llamo, te llamas, se llama** – Word order and intonation in declarative, affirmative, and negative sentences – Word order and intonation of yes/no and information questions

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
– Appropriate additional interrogatives —**¿Cuánto? ¿Cuántos(as)? ¿Por qué?** – Appropriate additional nouns, pronouns, and adjectives – Appropriate additional prepositions —**sobre, cerca de, lejos de**, etc. – Appropriate adverbs—**tarde, esta noche**, etc. – Interjections and rejoinders of pleasure, surprise, disappointment, frustration—**¡Qué bueno! ¡Qué malo! ¡Qué barbaridad! ¡Qué lata! ¡Por Dios! ¡Caramba! ¡Estupendo! ¡Ay de mí! ¿Verdad?** – Appropriate **tener** expressions – Expression of confusion—**Repita, por favor. ¿Cómo?**	– Classroom objects – Classroom routine – Homework – Rejoinders and interjections	– Appropriate songs, rhymes, poems, proverbs – Polite register—**por favor, con mucho gusto, gracias, de nada, perdón, lo siento**
– Appropriate nouns, pronouns, and prepositions – Appropriate possessive adjectives – Appropriate adjectives following **ser** **Mi tía es buena.** **Mi hermano es simpático.** – Appropriate adjectives following **estar** **Mi madre está bien.** **Mi hermana está contenta.** – Appropriate possessive adjectives – Appropriate adverbs	– Names (typical male and female) – Age – Family – House – Animals – Body parts – Appropriate greetings and leave-takings **Hola. ¿Qué tal?** **¿Qué hay?** **Adiós. Hasta la vista.**	– Appropriate songs, rhymes, poems, proverbs – Courtesy expressions—polite to adults, informal to peers – Common gestures and non-verbal communication— space, handshake, embrace, kiss – Names and titles—**don, doña, señor, señora** – Surnames – React to health situations (e.g., for a sneeze—**Salud, Jesús.**)

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs & Word Order
4. Students will understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences. a. In the present **¿Estudias mucho?** **No, no estudio mucho.** b. In the past **¿Dormiste bien anoche?** **Sí, dormí bien anoche.** c. In the future **¿Vas tú al cine mañana?** **No, no voy al cine mañana.** Using **ir + a +** infinitive. **¿Vas a jugar al fútbol?** **Sí, voy a jugar al fútbol.**	– Present tense of selected stem-changing verbs—**empezar, volver, cerrar, jugar, dormir,** etc. – Present tense of irregular verbs—**venir, hacer, salir, dar, decir,** etc. – Future with **ir + a +** infinitive – Differences between **jugar** and **tocar** – Preterit of regular **-ar, -er, -ir** verbs

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
- Adverbs and adjectives of time (past and future)—**anoche, ayer, el año pasado, mañana, la próxima, semana**, etc. - Appropriate nouns, pronouns, adjectives, prepositions, and other parts of speech - Expressions **Por la mañana.** **Por la tarde.** **Por la noche.**	- Leisure time - School events - Vacations - Sports - A typical school day	- The Hispanic family, including godparents - Birthdays and saint days - Appropriate songs, rhymes, poems, proverbs - Vacations in Hispanic culture - Weekends in Hispanic culture - Sports in Hispanic countries - School system in Hispanic countries

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs & Word Order
5. Students will show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual.	
a. Respond realistically to basic questions used daily in class, dealing with health, weather, and time **¿A qué hora vas?** **Voy a las tres.** b. Manipulate memorized materials to fit the situation **¿Qué día es hoy?** **Hoy es viernes.** **¿Qué tiempo hace hoy?** **Hoy hace mal tiempo.** c. Give one-sentence description of items, using adjectives of color and size **Mi perro es blanco y pequeño.** d. Give one-word or one-sentence answers to factual questions based on cultural information from countries where the language is spoken **¿Dónde está Nicaragua?** **Nicaragua está en Centro América.** **¿Cuál es la capital de la Argentina?** **La capital de la Argentina es Buenos Aires.** e. Express likes/dislikes in single sentences using concrete vocabulary on topics such as food, clothing, colors, classes in school **Me gusta comer tacos.** **No me gustan las clases de matemáticas.** f. Express agreement and disagreement with other students' likes and dislikes **A mí me gusta comer tacos.** **A mí tambien.** **No me gusta el libro.** **A mí tampoco.**	– Present and preterit tenses of regular verbs. – Selected forms of **gustar—me gusta, te gusta, me gustaría, te gustaría** – Selected forms of verbs expressing agreements or disagreements—**estar de acuerdo, dudarlo**, etc.

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
– Appropriate nouns, pronouns, and adjectives – Prepositions and adverbs of location and distance – Adverbs of quality and quantity—**más, menos, bastante, mal, bien, mucho, poco** – Affirmative and negative words—**algo, nada, también, tampoco** – Expressions—**claro, por supesto, como no, que va, ni hablar, menos mal**, etc.	– Vocabulary relating to health, weather, time, days, dates, seasons, alphabet, numbers, colors, and classroom objects – Geographical directions—**norte, sur, este, oeste** – Clothes – Foods – Sports – Leisure activities – Holidays	– Appropriate songs, rhymes, poems, proverbs - Geographical areas where Spanish is spoken and basic geographical names - Street maps and Spanish street names and numbers - Currency in Spanish-speaking countries - Abbreviating dates, ordinal for first of month, addresses, phone numbers - Social customs in daily living—e.g., having a meal, holidays, foods - Pastimes in Spanish-speaking world—e.g., outdoor cafes, parties, going out – Clothing in Spanish-speaking world

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs & Word Order
6. Students will write or give orally a limited description of two-four single sentence utterances about the known and concrete environment, given a topic or visual aid.	– Present and preterit tenses – Infinitive used after conjugated verbs **Prefiero jugar al fútbol.**

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
– Appropriate nouns, pronouns, adjectives, adverbs, and prepositions	– Family – Oneself – Classroom – Home – Weather – Seasons	– Known cultural items cued by a topic or visual aid – Appropriate songs, rhymes, poems, proverbs

By the end of Level I, students' proficiency range will be *novice low* to *novice high*.
Students will perform in a manner that is comprehensible to a native speaker who is patient and used to dealing with non-native speakers. Phonological and grammatical errors are frequent. They are expected and even accepted as long as they do not interrupt the comprehensibility of the interchange.

Level II Basic Curriculum Content
Basic Survival in the Target Culture
(300 Contact Hours)

Overview—Level II	Verbs & Word Order
Students will*	*Review and re-entry of Level I*
1. Be able to get into, through, and out of typical cultural situations.	• All Level I verbs in the present, preterit, and imperfect tenses
2. Be able to tend to their welfare in the target culture.	• **Ir a** + infinitive
3. Be able to interact socially in an appropriate manner.	• Formal commands
	• Present tense of common reflexive verbs to give personal information, common stem-changing verbs, common irregular verbs
	• **Tener** expressions
	• **Acabar de** + infinitive
	• Differences between **saber** and **conocer**
	• Differences between **ser** and **estar**
	• Polite verb forms—**pudiera, le gustaría, quisiera**
	• Forms of **gustar, faltar, doler**
	• Word order in affirmative, negative, and interrogative statements
****Note: These items are re-entered and used communicatively in the following Level II functions.*	

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
Review and re-entry of Level I • Appropriate use of single direct and indirect objects in affirmative, negative, interrogative, and commands • Appropriate use of interrogatives • Basic adverbs • Differences between **por** and **para** • Indefinite affirmative and negative pronouns—**algo**, **nadie** • **Hace** with expressions of time • Basic adjectives and nouns dealing with contrasts, professions, nationality, and physical and emotional states	*Review and re-entry of Level I* *Situations such as* • Ask for and follow directions • Get a hotel room • Order a meal • Make an appointment • Use the post office • Make a phone call • Use public transportation • Pass through customs • Shopping • Cash a check or change money • Social encounters • Tend to one's physical welfare *Topics such as* • Personal information • Professions • Emotional and physical health and well-being • Nationalities and countries • Recreational pursuits • Daily activities	*Review and re-entry of Level I* • Knowing how to react in the situations listed under *Topics and Vocabulary* • Understanding and using the monetary systems of Hispanic countries • Recognizing and using signs for streets, public transportation, and public services • Understanding regulations and procedures involving customs, the post office, public transportation, and other public services • Locating necessary sources of information and help • Shopping in the Hispanic culture • Dining out • Geography, cities, and major landmarks in the Hispanic world

Functions Applying Memorized Material from Level II Overview

Function	Verbs & Word Order
1. Students will be able to get into, through, and out of typical cultural situations. a. Make simple inquiries orally to seek information **¿Dónde está?** **¿Cuánto cuesta?** **¿Cómo se llama?** b. Gather information by reading or listening c. Get people to restate things more simply or slowly - Polite commands **repita, espere, por favor.** - Try to paraphrase **Ud. dice que** **Ud. quiere decir** - Repeat with interrogative intonation **¿Yo voy a la esquina?** - Polite interjection **Perdóneme, no comprendo. ¿Cómo?** d. Complain or refuse politely **Quisiera volver a casa.** **No me qustaría ir al cine.** e. Give more extended personal information **Mi hermana se llama María.** **Yo estudio español.**	*Review and re-entry of Level I* - Simple question and answer formation in the present, preterit, and imperfect of commonly used regular and irregular verbs - Future with **ir a** + infinitive - Differences between **saber** and **conocer** - Formal commands - Forms of **gustar, interesar, agradar, importar, faltar** in negative and affirmative - Present tense of common reflexive and stem-changing verbs - Differences between **ser** and **estar** - **Acabar de** + infinitive

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
Review and re-entry of Level I - All other parts of speech from Level I - Interrogatives of time, location, and quantity such as **de dónde, con quién, a qué hora** - Interrogative forms of **hay** - Direct and indirect objects - Comparatives—**más, menos** - Expressions—**despacio, otra vez** - Expressions of contrast—**otro, diferente, ni ... ni, o ... o** - Nouns and adjectives including professions, nationality, physical and emotional descriptions of people	*Review and re-entry of Level I* - Ask for and follow directions - Get a hotel room - Order a meal - Give extended personal information - Use the post office - Use public transportation - Professions - Nationalities and countries - Daily activities	*Review and re-entry of Level I* - Read timetables, menus, newspaper or magazine announcements - Recognize abbreviations (**EE.UU., PD, S.A.**, etc.) - Recognize and use signs for public transportation and public services - Understand customs procedures and regulations - Use appropriate register levels and intonations - Use varied and appropriate register levels with selected conditional and past forms to be polite and other forms to be emphatic - Awareness of appropriate topics of conversation. Offer personal information at will, but avoid inquiries on personal topics such as age, religion, salary, politics, etc.

Functions Applying Memorized Material from Level II Overview (*continued*)

Function	Verbs & Word Order
2. Students will be able to tend to their welfare in the target culture.	*Review and re-entry from Level I*
a. Express physical discomfort and needs in a social situation **Tengo sed.** **Necesito descansar.** **Necesito ir al baño.** b. Describe medical/physical needs in very simple terms in a medical setting **Me duele el estómago.** **Tengo fiebre.** c. Request help in attending to needs and/or uncertainties **Quisiera comprar un billete.** **Me hace falta un tenedor.** **Con permiso** d. Buy basic items in street markets or various stores **¿Cuánto vale el sombrero?** **Es muy caro.** e. Cash a check and change money **Me gustaría cobrar el cheque.** **Necesito cambiar dinero.** f. Buy non-food survival items **¿Tiene aspirinas?** **¿Cuánto cuesta?**	– Expressions with **tener—sed, calor, hambre, ganas de, que**, etc. – Forms and use of **necesitar, doler, faltar**, etc. – Polite verb forms—**quisiera, me gustaría, me puede ayudar**, etc. – Formal commands and interrogatives of known verbs – Other important verbs—**querer, costar, valer, comprar, vender, cambiar, cobrar, desear**, etc.

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
Review and re-entry of Level I - Definite articles with body parts - Adjectives regarding physical state —**enfermo, exhausto, roto**, etc. - **Hace** with expressions of time - Adverbs of degree—**muy, casi, poco**, etc. - Comparatives—**más...que, menos...que, tan...como** - Interrogatives - Word order in questions - Indefinite pronouns—**alguien, algo, nada, nadie**, etc. - Uses of **por** and **para** - **Con permiso** - Expressions of quantity—**kilos, metros, cuánto**, etc. - Adjectives and adverbs of quantity - Comparatives—**más grande, menos caro**, etc.	*Review and re-entry of Level I* - Types of illness and physical discomfort, body parts, foods, and beverages - Simple descriptions of illness and medicines - Directions and locations - Plan and make arrangements for daily activities, including typical recreational pursuits (movies, theater, etc.) - Food items, names of stores, names of shopkeepers - Numbers, monetary and banking terms - Newspapers and magazines, items for personal hygiene (notions and drugstore items), tobacco products, clothing, and other articles needed for daily living	*Review and re-entry of Level I* - Locations for obtaining help —**la clínica, la farmacia, la casa de socorro**, etc. - Eating patterns in the Hispanic culture - Varied types of eating establishments—**el café, el restaurante, la cantina**, etc. - Home remedies for illness; self-prescribed drugs without doctor's advice - Enlist help from friends or neighbors to obtain information - Open-air market and how it operates (dealing with the producer, bringing own container, sanitary conditions, etc.) - Bargaining appropriately when applicable - Appropriate linguistic and physical behavior when shopping depending on type of shop - Hispanic money, banking hours, practices, linguistic and social interaction, travelers checks, credit cards, and calculating exchange rate - Locations for cashing checks and exchanging money

Functions Applying Memorized Material from Level II Overview (*continued*)

Function	Verbs & Word Order
3. Students will be able to interact socially in an appropriate manner.	*Review and re-entry of Level I*
a. Use a variety of appropriate greeting, leave-taking, and social formulas (expressing politeness, apologizing, excusing oneself) **Con permiso** **Lo siento.** **Buenas noches.**	– **¿Quisiera Ud.? Yo quisiera. ¿Pudiera Ud.? Yo pudiera.** – Formal commands and interrogatives of known verbs – **Vamos a** meaning "Let's" – Verbs followed by infinitives – Forms of **invitar—le invito, me invitas,** etc.
b. Issue and react to simple invitations **¿Podría Ud. venir a cenar?** **¿Quieres tomar algo?** **Si, con mucho gusto.**	
c. Arrange a meeting with someone at a specific time, place, and date **Vamos a cenar al hotel a las 8:00.** **¿Puedes ir al cine?**	
d. Use common and appropriate telephone phrases **Bueno.** **Hola.** **Diga.** **¿De parte de quien?** **¿Desea dejar un recado?**	

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
Review and re-entry of Level I – Prepositions of location and time—**antes de, después de, cerca de, en**, etc. – Interrogative pronouns, adjectives, and adverbs	*Review and re-entry of Level I* – Expressions of courtesy in social and personal interactions **Quiero presentarle . . .** **Mucho gusto.** **El gusto es mío.** – Rejoinders of acceptance or rejection—**lo siento, con mucho gusto, tengo un compromiso**, etc. – Express pleasure and regret—**que lástima, estupendo, me interesa mucho**, etc. – Numbers, locations, directions, dates, common business terms (names of businesses, personnel, etc.) – Telephone phrases, including formulas for opening and closing conversations in various registers	*Review and re-entry of Level I* – Appropriate linguistic and physical behaviors in various types of social interactions—dining at someone's home, on a date, etc. – Patterns, customs, and activities of friendship and dating – Leisure activities – Telephone usage—location and cost of public phones, **fichas**, appropriate reasons for calls, procedures for use, operator assistance, typical phone numbers, phone book

By the end of Level II, students' proficiency range will be *novice high* to *intermediate low*.
Grammatical errors still appear in morphology and syntax patterns (especially in those dissimilar to English patterns) but subject/verb agreements are made with commonly used verbs, as are number agreements on nouns/articles. Phonological and grammatical errors are fewer than in Level I, but still occur frequently enough to mark the student distinctly as a foreigner. Students will be understandable to natives used to dealing with non-native speakers.

Levels III & IV Basic Curriculum Content
Living and Functioning Socially in the Target Culture
(Level III—450 Contact Hours, Level IV—600 Contact Hours)

Overview—Levels III & IV	Verbs & Word Order
Students will*	*Review and re-entry of Levels I and II*
1. Particiapte actively using oral and written forms.	• All verbs of Levels I and II in present, preterit, and imperfect
2. Go beyond immediate events to narrate and describe in the past, future, and present in oral and written forms.	• Irregular verbs not covered in Levels I and II in present, preterit, and imperfect • Differences between imperfect and preterit • Present-perfect tense
3. Explore options in a situation and handle difficulties and unexpected events.	• Impersonal **se** (**Se habla español.**) • Passive **se** (**Se venden libros.**) • **Ir a** + infinitive for expressing future • **Hace...que** and verb (present) • **Hace...que** and verb (preterit) • Polite register of verbs (**quisiera, me gustaría, pudiera**) • Subjunctive Present subjunctive used with emotion (**Me alegro de que**) impersonal (**Es necesario que**) causing (**Quiero que**) doubt (**Dudo que**) denial (**Niego que**) **adjective (**Busco una secretaria que**) **adverb (**Lo veré cuando**) **indirect commands (**Que te mejores**) Past subjunctive used with sequence of tenses **Recognitional knowledge of: pluperfect present progressive past progressive future conditional past subjunctive in si clause
**Note: These items are re-entered and used communicatively in the following Level III and Level IV functions.*	***Level IV*

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
Review and re-entry of Levels I & II • Use of double object pronouns in affirmative and negative statements, interrogatives, and imperative sentences • Position of pronouns with conjugated verbs and infinitives • Position of adjectives to change meaning • Transitional words and phrases (**después, entonces**) • Causality phrases (**por eso, por lo tanto, a causa de**) • Possessive pronouns • Relative pronouns **Conozco al chico que toca la guitarra.** **Es la escuela donde estudio.** • Expanded use of definite article **Los españoles son intersantes.** **El doctor Pérez vive con don Carlos.** • Expressions of approval (**Está bien.**) disapproval (**No está bien.**) valuing (**Me gusta.**) agreeing (**Estoy de acuerdo.**) disagreeing (**No estoy de acuerdo.**) disbelief (**Lo dudo.**) • Common slang	*Review and re-entry of Levels I and II* • Relationships • Residence • Hobbies • Pastimes • Personal interests • Opinions and feelings • Daily routine • Weekend and evening activities • Current events • Politics • Aesthetic pursuits (movies, theatre, TV, books, magazine articles, art) • Special personal events (family get-togethers, weddings) • Holidays and other special events • Various modes of travel • Travel abroad • Geography	*Review and re-entry of Levels I and II* • Family, extended family, and personal relationships • Types of work • Appropriate behavior in social and work situations (acceptable topics of discussion, etiquette, expressing displeasure or disagreement politely either verbally or non-verbally) • Holidays and other special events • Typical reading materials (books, newspapers, magazines) • Media • Current events • Politics as a perennial and non-personal topic of debate, and the importance of being well informed on politics and current events in the Spanish-speaking countries, the USA, and the rest of the world • Geography • Various modes of travel • Travel abroad • Restaurants and meals in Spanish-speaking countries

Level III—450 hours
Level IV—600 hours

Note: The development of functions and proficiency spanning 300 to 600 contact hours is described in this section. **This does not imply that students in Levels III and IV should be taught together in one class; Level III is considered to be a prerequisite to Level IV.** The proficiency descriptions for the two levels are in one section because students may acquire the functions at various times, depending on individual acquisition sequences and the teacher's materials and instructional approach. However, by the end of 600 contact hours (i.e., after four consecutive levels of instruction) student proficiency is likely to appear in the functions, content, and accuracy described.

Functions Applying Memorized Material from Levels III & IV Overview

Function	Verbs & Word Order
1. Students will participate actively using oral and written forms.*	*Review and re-entry of Levels I and II*
a. Understand questions about themselves **Sí, me interesa mucho el fútbol.** **No, no tengo, pero busco novio.** b. Ask others for information about themselves **¿Te interesan los deportes?** **¿Tienes novio?** c. Understand extended answers to their questions	– All verbs of Levels I and II in present, preterit, and imperfect – Irregular verbs not covered in Levels I and II in present, preterit, and imperfect – Word order and intonation in interrogative use – **Hace...que** and verb (present) – **Hace...que** and verb (preterit) – Word order and intonation in affirmative and negative sentences – Use of infinitive after prepositions
2. Students will go beyond immediate events to narrate and describe in the past, future, and present in oral and written form.	
a. Recount a sequence of events that happened to them or someone else **Cuando iba a la escuela, me levantaba muy tarde.** **Cuando venía de la escuela, vi un accidente.** b. Summarize a movie, TV program, book, magazine article, etc. **Me gustó porque...** **La película trataba de...** c. Discuss current events and express a reaction to them in simple, factual terms **Hubo una reunión de la Naciones Unidas.** **El president pide que...** d. Discuss plans for a future event (picnic, holiday, trip, etc.) **¿ Piensas viajar este verano?** **María dice que su familia celebra...** e. Understanding others' accounts of all of the above	– Differences between preterit and imperfect – Impersonal **se** – Passive **se** – **Ir a** + infinitive for expressing future ** Present subjunctive ** Future tense ** Si clause with conditional and future ** Past subjunctive ** *Level IV*

**Note: In contrast to previous levels, this function is carried out in strings of sentences that begin to resemble short, organized paragraphs rather than single, unrelated, simple sentences; the function may be initiated by the student as well as carried out as a response.*

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
Review and re-entry of Levels I and II – Interrogative pronouns – Possessive pronouns – Expanded use of definite article – Expressions of approval (**Está bien.**) disapproval (**No está bien.**) valuing (**Me gusta.**) agreeing (**Estoy de acuerdo.**) disagreeing (**No estoy de acuerdo.**) disbelief (**Lo dudo.**)	*Review and re-entry of Levesl I and II* – Relationships – Residence – Hobbies – Pastimes	*Review and re-entry of Levels I and II* – The extended family and personal relationships – Types of work – Appropriate behavior in social and work situations (acceptable topics of discussion, etiquette, expressing displeasure or disagreement politely either verbally or non-verbally)
– Adverbs of time and location, transitional words and phrases, and causality phrases – Relative pronouns – Position of adjectives to change meaning – Common slang	– Daily routine – Special personal events – Holidays and other special events – Current events – Weekend and evening activities – Aesthetic pursuits	– Family and personal relationships – Types of work – Holidays and other special events – Typical reading materials – Media – Current events – Politics – Geography – Various modes of travel – Appropriate behavior in social and work situations (acceptable topics of discussion, etc.)

Functions Applying Memorized Material from Levels III & IV Overview (*continued*)

Function	Verbs & Word Order
3. Students will explore options in a situation and handle difficulties and unexpected events.	*Review and re-entry of Levels I and II*
a. Suggest alternatives rather than accept the option offered (send back unacceptable food, change a departure time, etc.) **Quiero un cuarto más barato.** **La sopa está fría.** **¿A qué hora sale el próximo avión?** **Necesito más toallas.**	– Polite register of verbs—**quisiera, me gustaría, pudiera,** etc. * Present subjunctive used with emotion, impersonal, causing doubt, denial * Past subjunctive used with conditional in **si** clauses
b. Influence or encourage someone to do something (change places on a train, return a purchase, etc.) **¿Pudiera hacerme el favor de cambiar conmigo?** **¿Pudiera hacerme el fovor de tenerlo para mañana?** **¿Pudiera hacerme el favor de devolverme el dinero?**	
c. Seek explanations for the unexpected (find out why the check for a meal is high, why the credit card is not accepted, etc.) **Creo que hay un error en la cuenta.** **¿Por qué no quiere acceptar la tarjeta de crédito?** **Creo que me ha dado el boleto equivocado.**	
	* *Level IV*

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
Review and re-entry of Levels I and II	*Review and re-entry of Levels I and II*	*Review and re-entry of Levels I and II*
– Expressions of approval, disapproval, valuing, agreeing, disagreeing, disbelief, common slang – Transitional words and phrases; causality phrases – Placement of pronouns with conjugated verbs and infinitives * **Pero** and **sino**	– Personal interests, opinions, and feelings – Daily routine – Weekend and evening activities – Modes of travel – Hotel – Restaurant	– Appropriate behavior in social and work situations (etiquette, expressing displeasure or disagreement politely either verbally or non-verbally), influencing others to change their minds – Numbers, cardinal and ordinal – Travel abroad – Restaurants and meals in the Spanish-speaking countries
* *Level IV*		

By the end of Level III and Level IV, the students' proficiency range will be *intermediate low* to *intermediate high*. Students can handle the basic elementary grammatical constructions quite accurately and can use constructions to refer to the past and future in listening, speaking, reading, and writing activities. Errors still occur in grammatical forms and usage. Pronunciation often is faulty but intelligible. While students sometimes miscommunicate and must hesitate or use paraphrasing and fillers, they are likely to be comprehensible to natives not accustomed to dealing with foreigners.

Ancient versus Modern Language Study

The goals and objectives for teaching and learning an ancient language like Latin are, of necessity, different from those appropriate to the study of a modern foreign language.

The goals and objectives for teaching and learning an ancient language like Latin are, of necessity, different from those appropriate to the study of a modern foreign language. In a modern foreign language, for example, it is anticipated that the student will learn to communicate through all four language skills—listening, speaking, reading, and writing—developing essentially the same level of proficiency or competency in each. The student of an ancient language, the Latin learner, by contrast, can communicate only through reading. Thus, in the ancient language, listening, speaking, and writing goals and objectives represent teaching and learning strategies rather than learning outcomes. These three skills are far more important in the early stages of the ancient language sequence, roughly the first two or three semesters, than they are in the advanced levels. In the beginning levels, listening, speaking, and writing aid in the development of reading skills; in the advanced levels they serve primarily to vary instruction. *Only cultural goals and objectives are of equal weight in both ancient and modern language study.*

Study of Latin Today

Despite the fact that Latin as an ancient language cannot offer aural, oral, and/or written communication in the culture or with native speakers, throughout the Latin sequence the student has the opportunity to develop the ability to read evermore complex Latin literature. In the process, the student can gain an ever deeper understanding of Roman civilization and its rich linguistic, social, political, legal, and literary heritage in relation to the Western world.

The standard sequence has been well organized to permit students to experience the full range and spectrum of the long existence of Roman civilization. Although the same basic goal priorities—reading and culture—exist at every level in the sequence, the foci change from level to level. In Level I, the student begins to learn to read, using graded selections of "made" Latin, and to build his or her awareness of Roman culture through a study of everyday life—**urbs**, social classes, **familia**, food and meals, housing, shopping. Then in Level II, the student generally reads Caesar's conquest of Gaul, thus simultaneously studying the spread of Latin through Western Europe and the Roman Republic. This study of the Republic typically continues into Level III, where the students read Cicero's orations and study Roman law. By Level IV, traditionally, the student is reading Vergil's Aeneid, concentrating on Rome's legendary history and Augustus' reign as the first ruler of the Empire.

Latin studies make students profoundly aware of the enormity of the Western world's heritage from the Romans, for in Latin courses the Romans "speak for themselves." No other language study affords the same range of formal and informal literature, the panorama of experience in coping with change, or the rare opportunity to communicate across centuries of time. No other language teaches us so much about ourselves and our "roots."

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Not the least of the values of Latin study is its positive effects upon students' English vocabulary skills. While derivatives and etymology courses are an aid in vocabulary growth, the highest Scholastic Aptitude Test scores, in both the verbal and math computation test sections, are achieved by students who have a solid background of three, four, or five years of Latin. The scores increase with each level of Latin study (Eddy).

Latin in the Classroom

Although Latin is a "dead" language in the sense that no native speakers are being born today, the Latin of the classroom, especially in the first two levels, must be a "living" language in that:

- Latin is used for greetings and classroom directions;
- Latin-to-Latin drills and question-answer exercises are emphasized;
- Latin reading is the vehicle for acquiring information on every facet of Roman life;
- students are encouraged to compose and role-play situations from Roman daily life, history, mythology, and literature;
- English derivatives are related to the acquisition of Latin vocabulary;
- students are encouraged to learn the specialized vocabularies of the areas of study or careers in which they are interested (mathematics, the sciences, medicine, law).

Because Latin *is* a language, teachers need to be as aware of research in second-language acquisition as their colleagues in the modern languages. Students should learn *through* the Latin language as they are mastering it. Latin courses should not be classes on ancient history or civilization taught almost totally in English, or grammar courses in which reading is only a means of checking students' control of grammar and syntax. The emphasis in Latin courses, in every semester of the sequence, should be upon the cultural messages the Romans have transmitted through time in their writings; students should read the writings for their idea content.

. . . the emphasis whenever possible throughout the instructional sequence should be upon letting the Romans speak for themselves through their writings.

Basic Goals of Latin Instruction

Given the primacy of reading and cultural goals in Latin instruction, and the fact that language and culture are inseparable, the emphasis whenever possible throughout the instructional sequence should be upon letting the Romans speak for themselves through their writings.

- All lessons in grammar and/or syntax should culminate in a Latin reading with the focus on the idea content of the passage rather than on the forms and/or syntax it contains.

All culture studies should arise from or culminate in Latin readings.

- All culture studies should arise from or culminate in Latin readings.
- When secondary sources (English materials) are used for cultural studies, as many of them as possible should be excerpts from Latin literature in translation.
- Students should be exposed to as much "real" Latin as possible, as soon as possible (using **sententiae** on a specific topic like the body or animals, excerpts from longer works, **graffiti** and/or Martial's epigrams in the earliest stages).

Reading Skill

During the first level and part of the second, most of the selections students read will be "made" Latin passages, graded as to the level of difficulty. Because so many textbooks focus on a single theme—heroes, Rome's wars, and the like, many students reach the point of wanting a change of topic. Using the monothematic textbook demands the insertion of frequent extracts of "real" Latin, both to facilitate the development of real reading skills and to motivate students.

While the Latin selections read in the latter half of Level II are usually edited or abridged, as are most of the materials in Level III, they should be the genuine literature. Teachers trying to provide their own readings in order to motivate students should take care to see that neither the vocabulary list nor the footnotes are twice the length of the reading; students find this kind of lesson extremely frustrating.

Tailoring the Latin readings used in Level II and beyond to student needs and interests can help reduce attrition rates.

By the third level, students are ready for either a literature survey or the intensive study of a single author like Cicero. Traditionally Latin teachers have taught combined third and fourth years in a single multi-level class period, rotating Cicero's orations with Vergil's *Aeneid*. They should consider rotating Cicero with a literature survey consisting of three or four works by different authors; the *Aeneid* can be difficult reading for the average third-year student.

Role of Translation: Checking Reading Comprehension

Students' reading comprehension may be assessed in a variety of ways. Students may orally answer either Latin or English questions; write Latin responses to Latin questions (true/false, multiple choice, completion); summarize the passage in English orally or in writing; arrange the events of a story into chronological order given a scrambled set of Latin statements; compose and ask their own Latin or English questions about the selection; or translate parts of a passage or an entire selection into English. When translation is used, however, the teacher should not accept clumsy, non-English, or literal translations either orally or in writing; the final product should always be expressed in the best English possible.

One of the reasons for stressing the use of Latin-to-Latin question/answer exercises is that these exercises provide much more

effective reinforcement for the grammar, syntax, and vocabulary taught than either translation into English or parsing drills. Ideally, the interrogative should be taught each time a new form or a new piece of syntax is introduced. Latin teachers may remember that the teachers in Roman schools used Greek when reading the literature of Greece; they did not translate into Latin.

The key to the successful acquisition of Latin reading skills is frequent re-entry of passages studied, each time with a different type of comprehension activity following the oral reading of the selection. If English exercises or translations are used, they should always be followed by a Latin-to-Latin activity. Culminating activities, once students have reviewed a selection two or three times, could include having the students transform a dialogue into a written narrative or a narrative into an oral role-playing activity that is performed before the class.

The key to the successful acquisition of Latin reading skills is frequent re-entry of passages studied . . . .

As the student progresses, less time should be spent on translation into English; it can be extremely tedious to spend lengthy periods of time "plodding" through a translation sentence by sentence. In time, only extremely difficult sentences or paragraphs should be translated, with more recitation time given to considering the ideas encountered in the reading.

Sight Reading

Sight reading, although it has historically been widely used in Latin classes, has a negative impact on motivation when the student is called upon to translate a passage that is largely unglossed. If the purpose of assigning students a relatively unglossed passage is to test reading comprehension, then the students should answer English or Latin questions about the selection or write an English summary of it. If students are to be called upon to translate a sight reading into English, they should have access to the same tools scholars utilize in translating any language into English—grammars and dictionaries.

Acquisition of Vocabulary for Reading

Vocabulary will be mastered far more effectively through repeated usage in oral and written grammar drills, in oral and written Latin-to-Latin question/answer exercises, and in reading both silently and aloud than it will through the rote memorization of lists. Frequently students learn the lists only for a quiz and then quickly forget the vocablulary. Teachers will find that student retention of vocabulary will be greatly enhanced if English derivatives are presented as a part of the introduction of new lexical items, rather than waiting until the end of a unit or lesson for derivative or etymology studies.

While the teaching of grammar and syntax is an important facet of Latin instruction, it should not take precedence over the development of the reading skill . . . .

Role of Structure

While the teaching of grammar and syntax is an important facet of Latin instruction, it should not take precedence over the development of

the reading skill, for grammar and syntax knowledge is meaningless unless applied to language usage. An important point is that people learn to read in their native language several years before they are exposed to formal grammar studies. Focusing learners' attention on forms or parsing as they are trying to read will severely retard the reading process, for people do not consciously analyze structure as they read. Grammar studies should be handled apart from reading activities. Because the analysis of structure is so important in the translation from one language to another, working in Latin-to-Latin exercises reduces the need for an overabundance of grammatical parsing and permits greater focus on the ideational content of reading selections.

Derivatives/Etymology Study

The improvement of English vocabulary skills, while an outcome of a Latin learning experience, is a secondary rather than a basic goal. There is an enormous amount of English lexicon derived from Latin, and a learner's English skills benefit from continued Latin study; but an intensive focus on etymology *per se* should be confined to an etymology or derivatives course.

Oral Skills in Early Levels

Throughout Level I and at least part of Level II of Latin instruction, teachers should help students learn to comprehend Latin aurally, read it aloud comfortably, and use it orally in limited drills and question/answer exercises in order to:

- familiarize students with the Roman oral tradition as the great masses of Romans listened to rather than read literature;
- aid students in acquiring the patterns of the Latin language in the inner ear, as researchers tell us this is necessary to enable learners to read a native or a second language;
- reduce the stress and frustration associated with the inability to attribute sound to the "pieces" of language being studied;
- permit as much Latin-to-Latin work as possible, thus reducing the need for constant English translation, and increasing the probability of students achieving direct reading comprehension;
- provide more extensive reinforcement and thus more positive motivation;
- help students identify with the Romans as human beings with predictable responses to everyday situations;
- address students' varied learning styles.

Even though there is no modern utility for Latin conversational skills, the student who has not experienced the sounds of Latin has had an inadequate exposure to the Roman world.

Even though there is no modern utility for Latin conversational skills, the student who has not experienced the sounds of Latin has had an inadequate exposure to the Roman world. If students do not hear Cicero's orations, they are likely to find them tedious and complex readings, without relating them to political addresses of today. Without hearing Latin poetry, students might find its study only a rote exercise. Latin

students benefit from hearing the rhythms and emotions of Roman literature and speaking selections themselves.

Today 85 to 90 percent of all Latin students are in Levels I and II. It is possible more Latin students would go on to Levels III and IV if they are provided with greater variety in instruction, richer language experience, and increased motivation through greater emphasis on oral skills.

Writing Skill

Although generations of Latin students have written countless paradigms, completed "fill in" exercises in workbooks, and translated English sentences into Latin, the writing skill in Latin instruction represents a teaching or learning strategy rather than a desired learning outcome. Writing is used in the Latin class to provide practice and drill, to offer reinforcement, to permit some limited self-expression, and to facilitate evaluation. Just as the development of Latin conversation skills has no utility in the modern world, neither do Latin composition skills.

Culture

As teachers adopt teaching materials, they must be alert to the cultural content and the ideational content of the reading selections. Teachers have interests and preferences as to what elements of culture and civilization should be taught; their selections for the study of culture should follow a progression, just as there is a progression in the acquisition of vocabulary and in teaching grammar. The Roman culture that is taught in the very early stages should concentrate on everyday Roman life and lifestyles for students to be able to understand the history, political science, civilization, and literature studies that follow in the intermediate and advanced levels. Establishing a logical progression in cultural studies helps the average student discern the readings that are legendary, mythological, or historical, and those that pertain to literary figures. Whatever cultural topics are selected for study, some topics should represent student choices. The question to be pondered in the study of Roman culture is not "What made Rome fall?" but rather "What made Rome last so long?"

The Roman culture that is taught in the very early stages should concentrate on everyday Roman life . . . .

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8

Basic Classroom Equipment

From the late 1950s until the early 1970s the National Defense Education Act (NDEA) provided matching federal funds for local school districts to purchase hardware for use in modern foreign language instruction. Since the onset of NDEA there has been continuous development of electro-mechanical equipment for this purpose, with much of it labeled "language laboratory equipment" by educators and developers. The term has been used to describe everything from a few headsets to the most sophisticated electronic equipment. In an effort to minimize confusion, foreign language educators have agreed upon certain terms to differentiate the various options that are available. The discussion which follows includes both definitions and recommendations regarding basic equipment for use in teaching foreign languages.

Every classroom should have available at all times a good quality audio record/playback device.

Audio Tape Recorders: Open Reel and Cassette. Every classroom should have available at all times a good quality audio record/playback device. The classroom should also have two high fidelity, wall-mounted external speakers that are interconnected with the audio playback devices. This enables students in all parts of the room to hear relatively undistorted samples of native speech. It should be emphasized that it is as important to have high quality sound reproduction in a foreign language classroom as it is in a music appreciation class. The speaker system of most portable audio tape players is simply not of sufficient quality to meet the needs of the foreign language class. For maximum flexibility and security, it is advisable to install audio equipment in a lock-top console. The console should contain two audio-cassette recorders, one open-reel recorder and one record player. Ideally, these would be interconnected so that any one of the devices can serve as the single program source to be played through the external speaker system. Also, provision should be made in the system to record from disk or open-reel tape on to an audio cassette. All program sources should be durable and have the fidelity characteristics of the best available sound reproduction systems.

Overhead Projector. The overhead projector with screen should be available in every classroom. The most common use of this device involves the teacher giving a presentation based on written, pictorial, or graphic material. This type of utilization tends to involve the students in a rather passive process of listening to the teacher and reading what is projected on a screen. The learning check that follows is often in the form of a traditional test. There are, in fact, many learning goals for which this approach is quite appropriate. However, to limit use of the equipment to this single format is to risk neutralizing its ultimate effectiveness as a learning tool.

The overhead projector can also be used to elicit productive responses in the areas of speaking and writing. One technique is to produce one's own line drawings (if the requisite artistic skills are available), or to find

suitable drawings in books and magazines that can be copied and made into transparencies. The material can then be projected on a screen and the students can be asked to respond to it orally or in writing, working individually or in small groups.

Slides, Filmstrips, Videocassettes, and Motion Pictures. Slide, filmstrip, videocassette, and motion picture projectors should be available for use as needed. A number of the activities described above can be done as well or better by means of slides, filmstrips, videotapes, or 16-millimeter motion pictures. One gains color and/or motion with these media. However, costs are generally much higher, and the logistics of producing or presenting a good finished product are often formidable in comparison to materials prepared or projected on the overhead projector. Good professionally prepared materials are available on slides, filmstrips, videocassettes, and 16-millimeter color film. With properly designed instructional approaches, such materials can be used effectively to teach certain aspects of culture and language skills while providing a welcome change of pace in the instructional process. With commercially available motion pictures, it is usually advisable to teach the new vocabulary items from the sound track in advance and to alert the students to the features in the film toward which their attention should be directed. The students should not, of course, be told everything in advance or they will have little interest in viewing the film later. The preparatory study should bring them to the point where they can view the film with understanding and pleasure. It is also advisable to provide follow-up activities that assess the students' comprehension of what happened in any audiovisual presentation.

Auxiliary Language-Learning Facilities

The basic purposes of the curriculum can be realized with the help of the basic audiovisual devices discussed above. However, there are certain functions that more elaborate equipment can perform that cannot be done by the unaided teacher. These include monitoring, evaluating, and individualizing instruction. The proper use of such equipment requires substantial outlays of money for floor space, equipment, software, maintenance, and staff development. Also, there tends to be a considerable loss of engaged student time as students move from classroom activity to laboratory work. In view of all this, school districts should plan carefully before committing themselves to heavy equipment purchases. Among the types of equipment in use, the following are most common.

Language Laboratory. This is defined as a separate facility with student booths and an instructor's console which provides multi-program sources and monitoring capabilities. Although there are simple listening

laboratories, more commonly, audioactive recording equipment is installed. This makes it possible for students to speak into a microphone and hear themselves simultaneously. Some laboratories have student recorders, which permit students to record and replay their own responses.

Electronic classroom. This is a classroom installation with basically the same features as a language laboratory without recording capabilities or booth isolation. There are three basic types: portable, perimeter, and overhead stations. The consoles may be mobile so that they can be shared by two teachers if necessary.

Remote Information Retrieval System. This is commonly called "dial access." It provides media transfer to a station which is remote from the center of transmission. There is theoretically no limitation as to distance.

Building Media Center

In many schools, instructional materials have been handled as separate library and audiovisual programs. Under this type of organization, the library often concentrates on meeting the book needs of students while the audiovisual department is responsible for supplying equipment, non-print materials, and auxiliary instructional software.

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With the development of new instructional materials and related equipment, educators have begun to realize the need to expose students to a variety of instructional materials. Therefore, many schools have developed media centers to coordinate the total audiovisual materials program for students and teachers. If the coordination concept is to work in a school, it requires:

- unified media program philosophy;
- personnel—professional, paraprofessional, and clerical;
- adequate spaces;
- sufficient electromechanical equipment;
- wide variety of materials.

In general, a media center should be an area:

- where all types of materials are catalogued, housed, and circulated to users directly, or circulated to resource rooms or other instructional areas of the building;
- where the materials staff—professional, paraprofessional, and clerical—is housed to work with teachers and students;
- where students can come to gather information from all types of materials;
- which contains a master catalogue of all instructional materials;
- which has carrel space for all types of listening and viewing activities;

To implement a total instructional materials program, the media center and department resource centers (satellite centers) must be closely linked. Department resource centers, especially in the areas of social studies, English, foreign languages, mathematics, and science should be located as closely as possible to the media center to facilitate communication and efficient movement of materials and equipment. Department resource centers should contain as semi-permanent collections: specific text-type materials, selected reference materials, related periodicals, and possibly some appropriate electronic equipment necessary for group and/or individual work in a particular discipline. Department resource centers should receive a broad variety of materials from the media center as needed for specific units. These items would be considered as circulating or rotating collections for the department resource center.

Computers in Education

Technological advances have made microcomptuers both financially and educationally feasible for many school districts. Computers have become a viable instructional tool in all areas of the school curriculum. Computers have great potential for aiding the foreign language teacher in many phases of the eduational process. However, they are in no way a panacea or "quick fix" for educators; but rather they are another tool to provide quality education for all students. There are two basic areas of applications for computers in the schools: computer assisted instruction and computer managed instruction.

Computers have great potential for aiding the foreign language teacher in many phases of the eduational process.

Computer-Assisted Instruction (CAI)

Computer-assisted instruction (CAI) involves any use of the computer that enhances learning. It is a powerful educational tool, offering individualized attention and allowing students to work at their own pace. It affords the student the privacy to practice without fear of reprisal with an extremely patient "tutor" that gives consistent attention and immediate feedback unmatched by the most masterful teacher. Programmed properly, it can diagnose areas of weakness and provide appropriate practice materials. These features and many others stimulate student motivation. Slower students can receive remedial assistance, while brighter ones can work through material at a more rapid pace. Competition and cooperation can also be built into programs to make learning more exciting.

Research on computer-assisted instruction provides support for the value of computers in the classroom. In a comparison of traditional and computer-assisted instruction, students working with computers have shown equal or better achievement in a shorter period of time. Students

demonstrate positive attitudes and increased motivation, attention span, and attendance in a CAI program. Reluctant learners tend to become move active and interested.

CAI has been most effective, however, when integrated with classroom teaching. Microcomputers will not replace the classroom teacher but can offer a wide variety of support services. They can relieve the teacher of many time-consuming details of teaching such as drill and practice, tests, and make-up work, as well as provide a challenge for advanced students in linguistic and cultural applications.

Types of Microcomputer Programs

There are five basic types of educational programs for microcomputers. All of these programs are useful in foreign language study.

Drill and Practice. This is the most simplistic program and usually consists of rote drill. The student might be asked to type in the correct verb form, given the subject and an infinitive, or to choose, from a multiple-choice list, the correct adjective to complete a sentence. The student would be rewarded for a correct answer and be given a clue or the correct answer if the response was incorrect.

Tutorial. In this type of program, the student could be taught a specific grammatical concept by the computer and then be drilled on its applications.

Simulation. The student recreates a situation and is required to change variables or interpret data in making a decision. The computer then applies this information to the situation to produce an outcome. A simulation of a cultural context could be presented in which a student watches a cultural situation unfold and then determines a proper response. After the student responds, the computer simulates the outcome.

Computer Games. These are extremely popular and can also be used for educational programming. Nothing prevents Pac Man from eating certain verb forms or spaceship verbs from being shot down by appropriate pronouns.

Problem Solving. The student may program the computer and then supply data for it to manipulate. For example, advanced students might create programs for beginners in foreign language.

The effectiveness of CAI is dependent on the quality of the software.

Importance of Software

The effectiveness of CAI is dependent on the quality of the software. Foreign language teachers are aware of the dangers of having hardware that is not supported by adequate software. Computer software must be carefully scrutinized for its educational value. Using a computer as an electronic workbook is a waste of money. Quality computer software

should be interactive. The student should be offered choices within the program and should be a partial creator of the program and its content as it unfolds. Motivation, attention, and learning can all be increased if programs are short and appeal to a variety of senses. The material being presented should not allow the student to respond without thinking. Since retention depends on the meaningfulness of the material, to be beneficial the program must fit the curriculum and the student's experience. Software should be matched to student needs to provide the optimal learning situation. A program should help the student make thoughtful corrections. It should record data so that the teacher can diagnose individual student's difficulties, and identify and assess problems encountered by groups of students.

Implementing CAI

There are a variety of methods for implementing CAI in the curriculum. Many schools may have only one computer available. With a television monitor attached to the microcomputer, an entire class may view a program. Using the program as a class activity is motivating if students can help each other and if a class score is kept. Students may run a program several times and attempt to increase their score, or there could be competition among classes. Many games and simulations allow students to work in teams, permitting the whole class to participate in a competitive situation while providing cooperation on each team. Dividing the class into two groups permits one group to work with the teacher while the other works in a cooperative manner with the computer. If the computer program records data, the teacher is able to monitor the accomplishments of the computer group. A single computer can be used within a classroom for individualized remediation or enrichment work.

If the school is fortunate enough to have several microcomputers, the possibilities for application can be expanded. More students can be involved in the classroom with direct computer use, working at their own pace. Multiple microcomputers can also be placed in a lab with students sent from class or study hall to the computer lab to work on programs assigned by the teacher for remediation, reinforcement, or enrichment.

A single computer can be used within a classroom for individualized remediation or enrichment work.

Computer-Managed Instruction (CMI)

Computer-managed instruction (CMI) is a two-fold concept in education. One component includes an instructional management system using the computer to direct the instructional process. It has some or all of the following characteristics: organizing curricula and student data, monitoring student progress, diagnosing and prescribing, evaluating learning outcomes, and providing planning information for teachers. The other component provides computer-managed clerical support for the instructional process. It has some or all of the following characteristics: filing, sorting and storage of student data, management of inventory, preparation and storage of teacher-prepared materials, management of

routine educational tasks such as attendance, educational research, administration, test scoring, evaluation, and analysis of results.

The use of computers as total instructional managers is neither practical nor pedagogically sound. The computer can, however, offer information from which the teacher can direct the progress of individual students or groups. For this phase of computer use, it is essential that the software provide some type of recordkeeping system, whether it be data stored on a disk or printed on paper.

Computer-managed clerical support provides essential, time-saving support services for teachers. Word-processing software turns the computer into a master typewriter. Even users with minimal typing skills can correct errors, move sentences or paragraphs, search for spelling errors automatically, and print their work in varying formats. This material can be saved on a disk and changed at a later date. For example, a foreign language teacher might type a test on the computer, print one copy, and then run multiple copies on a thermofax ditto. The following year, the same test could be called from the disk, several questions could be changed, and the corrected test could be printed again without retyping the entire page. Word processing is a time-saver for teachers. Computers are excellent record-keepers and can electronically store grades and attendance without difficulty. An electronic gradebook can automatically average grades, print out missing assignments and absences, and help teachers with much of their required bookkeeping. This usage, however, requires that a computer be readily accessible.

An important aspect of successful teaching in any subject area is the regular analysis and evaluation of teaching techniques, classroom climate, and methodology. Teaching does not automatically improve with experience. It must be continually examined and evaluated to determine which strategies and approaches are successful and unsuccessful. Teachers and evaluators must be trained and skillful in using various techniques and activities to examine teaching and improve instruction.

Teaching does not automatically improve with experience. It must be continually examined and evaluated to determine which strategies and approaches are successful and unsuccessful.

Teacher Self-Evaluation

Research indicates that self-evaluation by teachers is one of the most effective ways to improve their teaching. For effective self-evaluation, however, teachers must have a means of studying and evaluating their own performance when no supervisor or administrator is present to provide feedback. An instrument for this purpose is included in sample 2. It consists of criteria that characterize highly successful foreign language teachers: those teachers whose students do well in the foreign language, whose enrollments are on the increase, and who are generally recognized as excellent teachers by colleagues. At the local level, teachers may wish to modify the criteria according to school philosophy, adding or deleting items as is necessary to conform to local curricular plans. The purpose of these criteria is to provide some basis for teachers to judge their teaching: the current status of lesson planning, classroom climate, and methodology. If the self-evaluation is continued over a period of time, the instrument can enable teachers to measure their progress against a set of fixed criteria.

The criteria are adapted from items developed by Professor Constance Knop at the University of Wisconsin-Madison to supervise student teachers of foreign language who are preparing for certification. The criteria have been modified for experienced teachers rather than beginners. For teachers using this instrument who are already certified, the items are in no way intended to question that status. Instead, they are to be used as a means of helping language teachers to determine areas in which they may wish to update their knowledge and skills in much the same manner that other professionals, such as doctors and lawyers, constantly acquire new knowledge that is necessary for them to work effectively with their clientele. As a basis for objective self-evaluation, it is recommended that the teacher does an audiotape or videotape of classroom sessions at three widely spaced times during the school year. These tapings would be done during typical class periods.

The results of the evaluation may indicate areas in which a given teacher would like to improve. The logical follow-up step is to seek appropriate inservice activities aimed at strengthening instruction. The focus of professional activity then becomes directed to practical, specific

techniques for improvement. In larger school districts, teachers may meet and discover that a number of people have the same area (i.e., lesson planning, classroom techniques, or class climate) in which they perceive a need to improve. In such cases, inservice activities can be directed toward a group consisting of teachers who have identified similar needs.

The self-evaluation instrument is based upon a democratic, cooperative theory of supervision with the following assumptions.

Teachers are fully capable of honest self-evaluation . . . .

- Teachers are fully capable of honest self-evaluation because, as professionals, they want to improve their classroom performance and update their skills.
- This type of self-evaluation should not be used for merit rating, salary considerations, or promotion, because such extrinsic considerations tend to bias the outcome and to direct attention away from the self-improvement purpose of the evaluation.
- Self-improvement inservice activities will be much more effective if they are directed toward meeting very practical, specific instructional needs.
- Many of the attributes of successful language teaching can be identified, learned, and adapted by other teachers in a way which is consistent with individual personality characteristics and teaching style.

The self-evaluation tool can also be used to guide the evaluation of foreign language teachers by supervisors and administrators. Most evaluators have little or no knowledge of current foreign language methodology. Many find it difficult to use their normal evaluation instruments and techniques in a class taught entirely in a foreign language. Sharing the criteria for self-evaluation with evaluators during the pre-observation conference helps the evaluator to focus on critical aspects of foreign language teaching that might otherwise be neglected. The teacher and evaluator then have a common frame of reference for gathering data, identifying strengths, and formulating goals aimed at improving foreign language instruction.

Student Evaluation of the Program

Students' analyses and comments can also be a useful source of information for teachers for improving instructional approaches and techniques. A formal checklist such as the one presented in sample 3 can elicit evaluation of classroom activities and techniques as well as valuable ideas for teachers to change aspects of their teaching. Asking students first to evaluate their own efforts and achievements in the course may help them be more objective and fair in evaluating their teacher. A teacher should look for recurring patterns and suggestions in the evaluations rather than be influenced by one or two negative comments. These evaluations can be used for planning future lessons. It would be rewarding to students if the teacher told them that their evaluations indicated certain preferences (e.g., for cultural presentations, small-group work, games) and that the teacher was responding by planning such an activity every day.

The comments and suggestions in this section are intended to stress the importance of teachers regularly analyzing and evaluating their teaching. This is most effectively done using a combination of self-evaluation, feedback from students, and evaluation by supervisors. It is hoped that the use of these techniques will lead to continued striving for professional growth and development by the teachers who use them.

Foreign Language Self-Evaluation*

Read each statement or question carefully. Then circle the number of the comment or response that most accurately describes your teaching.

Lesson Planning

1. Lessons are planned in detail.

never		sometimes		always
1	2	3	4	5

2. A warm-up is used at the start of the lesson.

never		sometimes		always
1	2	3	4	5

3. There is a variety of techniques/activities in each lesson.

never		sometimes		always
1	2	3	4	5

4. Activities are of an appropriate length (10-15 minutes).

never		sometimes		always
1	2	3	4	5

5. Lessons contain a mixture of new and familiar material.

never		sometimes		always
1	2	3	4	5

6. Several skills are worked on in each lesson.

never		sometimes		always
1	2	3	4	5

7. Culture is included in the lesson.

never		sometimes		always
1	2	3	4	5

8. An overview is given at the start of the lesson.

never		sometimes		always
1	2	3	4	5

9. An overview is given for each activity.

never		sometimes		always
1	2	3	4	5

Teaching Techniques

10. Directions are clear and include examples where appropriate.

never		sometimes		always
1	2	3	4	5

11. Students do the talking during the class period.

never		sometimes		always
1	2	3	4	5

* Adapted from an evaluation form developed by Professor Constance K. Knop, University of Wisconsin-Madison.

9

12. In oral activities, I try to move students from rote responses toward communication.

never		sometimes		always
1	2	3	4	5

13. Oral activities include choral, small-group, pair work, and individual responses.

never		sometimes		always
1	2	3	4	5

14. Small-group activities are included in my lessons.

never		sometimes		always
1	2	3	4	5

15. I use visuals effectively.

never		sometimes		always
1	2	3	4	5

16. I use the target language throughout the class period.

never		sometimes		always
1	2	3	4	5

17. My students use the target language during class.

never		sometimes		always
1	2	3	4	5

18. I personalize the materials and activities used in my lessons.

never		sometimes		always
1	2	3	4	5

19. There is a learning check for every activity.

never		sometimes		always
1	2	3	4	5

Classroom Climate

20. Rewards are varied and appropriate.

never		sometimes		always
1	2	3	4	5

21. Errors are corrected without embarrassment to the students.

never		sometimes		always
1	2	3	4	5

22. Students are encouraged to self-correct.

never		sometimes		always
1	2	3	4	5

23. There is student-to-student interaction.

never		sometimes		always
1	2	3	4	5

24. Students are active during the class period.

never		sometimes		always
1	2	3	4	5

25. All students are called on during the period.

never		sometimes		always
1	2	3	4	5

Student Evaluation

Do Not write your name on this paper. This is an anonymous questionnaire. Please read each statement or question carefully and circle the number of the response that you feel is most appropriate. If you feel that your response is between two of the possibilities shown, circle the number between them. You may make any additional remarks about any of the categories that you wish.

1. The teacher seems interested in teaching this class.
   almost never — sometimes — almost always
   1 2 3 4 5
2. The teacher is courteous, considerate, and friendly.
   almost never — sometimes — almost always
   1 2 3 4 5
3. The teacher encourages the students to express their thoughts and feelings.
   almost never — sometimes — almost always
   1 2 3 4 5
4. The teacher wants the students to do well in French, (German, Spanish, etc.).
   almost never — sometimes — almost always
   1 2 3 4 5
5. The teacher pays attention to everyone in the class.
   almost never — sometimes — almost always
   1 2 3 4 5
6. The teacher gets the subject across in a lively, interesting way.
   almost never — sometimes — almost always
   1 2 3 4 5
7. The teacher has a good sense of humor.
   almost never — sometimes — almost always
   1 2 3 4 5
8. The teacher repeats material that the students don't understand.
   almost never — sometimes — almost always
   1 2 3 4 5
9. The teacher helps students to correct their errors without embarrassing them.
   almost never — sometimes — almost always
   1 2 3 4 5
10. The teacher takes time and is willing to help students individually.
    almost never — sometimes — almost always
    1 2 3 4 5
11. How would you rate the teacher's knowledge of the foreign language and culture?
    poor — good — excellent
    1 2 3 4 5
12. In general, how would you rate the relationship between the teacher and the students?
    poor — good — excellent
    1 2 3 4 5

13. Is each class hour well planned and well organized?

almost never		sometimes		almost always
1	2	3	4	5

14. Does each class contain a variety of activities?

almost never		sometimes		almost always
1	2	3	4	5

15. The teacher teaches from materials other than the textbook.

almost never		sometimes		almost always
1	2	3	4	5

16. The teacher speaks the foreign language in a way that the students can understand.

almost never		sometimes		almost always
1	2	3	4	5

17. The directions and explanations are clear.

almost never		sometimes		almost always
1	2	3	4	5

18. Homework assignments are worthwhile and help the students to learn.

almost never		sometimes		almost always
1	2	3	4	5

19. How would you rate the amount of work required for this course?

too much		about right		not enough
1	2	3	4	5

20. The students know and understand how they are graded.

almost never		sometimes		almost always
1	2	3	4	5

21. The teacher is fair in grading the students.

almost never		about right		not enough
1	2	3	4	5

22. The teacher returns tests, quizzes, and homework promptly.

almost never		sometimes		almost always
1	2	3	4	5

23. What aspects of the class have you liked most? What things have helped you to learn the foreign language? What things have given you good feelings about the class? (Be as specific as possible.)

24. What aspects of the class have you liked least? What things have not been worthwhile in your opinion? What has given you bad feelings about the class? (Again, be specific.)

25. What could the teacher do to improve the class, the atmosphere, the teaching and learning that takes place in the foreign language?

26. What could the other students do?

27. What could you do?

*Evaluating the Textbook**

Although a few people have found ways to teach a foreign language successfully without the aid of a commercially produced text, the vast majority of language teachers seem convinced that the textbook is an essential instructional tool. Thus, since the text assumes such importance in determining local curricula, it is advisable to exercise great care in its selection. This, in turn, implies the need for selective criteria. Such criteria have been developed; in the opinion of many people, however, previous criteria have been excessively biased in favor of a particular methodological school. The criteria presented in samples 4 and 5 attempt to minimize penalties against a given text on the basis of having a particular theoretical orientation or lack thereof. Care has been taken to accommodate diversity and to avoid narrow adherence to any given "party line." It is, perhaps, self-evident that evaluative criteria of any kind are only partially helpful in selecting a text series. The careful personal examination and evaluation of materials would, ideally, be supplemented with field testing of text components in the classroom situation. For comparing a number of texts, a five-point scale is suggested. The points can be charted for each book with respect to each of the criteria given in samples 4 and 5.

. . . the vast majority of language teachers seem convinced that the textbook is an essential instructional tool.

One way of reducing the tedium of the evaluation task is to evaluate first- and second-year texts as series, not as individual books. The vast majority of school personnel and teachers purchase books in a series. Changing series between the first and second years confronts students with the need to adjust to wholly altered formats and emphases at a time when their skills are not developed enough to cope with this type of adjustment. There is also research showing that there are such vocabulary variances between series that breaking series can overload the student with the need to acquire new vocabulary to be able to use the second-year text.

Teachers can further reduce the evaluation task by using a skim-and-scan process to lower the number of texts to the top two or three sets of materials. Teachers can use a "rule-of-thumb" test applying the following points to identify the two or three books in which they are the most seriously interested.

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* Lorraine A. Strasheim in the January 1984 issue of *The Dialog*, a foreign language newsletter published by the Indiana University Office of School Programs, advocated evaluating textbooks on the basis of their communicative and cultural content in an effort to assure that these two primary goals of foreign language instruction are met. In this context, she utilized the communication and culture sections of a more extensive textbook evaluation instrument developed by Leslie J. Harbour of the University of Illinois, adding one item to Harbour's items—the last line dealing with "durability." This is an important issue in many school districts when teachers are selecting textbooks.

Attractiveness. How attractive is the layout of the series from the standpoint of the kinds of students to be taught? Is there a flow and organization that draws and holds the reader's attention and interest?

Organization. Is the subject matter or idea content around which each unit or lesson is organized in a cultural context?

Diversity. Do the illustrations and ideational content give the students' minds a chance to travel through a broad spectrum of views of social classes, age groups, and geographical areas? Do the materials include signs and symbols of the culture—such things as menus, forms of various kinds, tickets, signs, and advertisements? Are the illustrations and information as up-to-date as possible?

When teachers have narrowed the available texts to the two or three in which they are most interested, they should develop a detailed evaluation instrument that focuses on the two primary goals of foreign language instruction—the development of communicative competence and of cultural awareness or sensitivity. These are the two goals stressed in this curriculum guide.

Textbook Evaluation for Modern Foreign Languages*

Emphases: Communication and Culture

Title _____ Level _____

Publisher _____ Copyright Date _____

Scale: (Poor) 1 2 3 4 5 (Excellent)

Exercises

_____ There are a sufficient number of exercises to assure a reasonable assimilation of the grammar structures presented.

_____ The exercises are ranged from easy to more difficult.

_____ The exercises can be done both orally and in writing.

_____ The exercises use both new and old vocabulary.

_____ The language level of the exercises is current, not stilted.

_____ There are many personalized exercises.

_____ All of the exercises are contextualized.

_____ There is a variety of exercise types.

_____ There are exercises in the form of games.

_____ There is provision for small group, large group, and individual learning practice.

_____ There are exercises that promote the communicative use of the language (roleplaying, interviews, etc.)

_____ There are adequate exercises to cover listening comprehension.

_____ There are writing exercises (compositions, etc.).

_____ There are adequate exercises to cover speaking skills.

_____ There are reading comprehension questions that really require comprehension of the passage to answer.

Communicative Activities

_____ Students are given adequate opportunities to use the language in conversational situations.

_____ There is a good variety of communicative activities throughout the book.

_____ There are more communicative activities than mechanical drills.

_____ The communicative activities build from easy to more difficult.

* Individual items and basic format by Leslie J. Harbour, University of Illinois.

_____ The communicative activities are meaningful, not manipulative (i.e., students are not forced to lie).

_____ The communicative activities are sequenced with the grammatical presentations so that the students are prepared with the necessary vocabulary, etc.

Culture

_____ The cultural information presented is of interest to most students.

_____ The cultural presentations are integrated into each unit.

_____ The culture is reflected in the presentation of language.

_____ All segments of society are represented.

_____ There is a sufficient amount of cultural information provided.

_____ There are lots of pictures, photos, cartoons, realia, etc.

_____ The foreign culture is compared and contrasted with United States culture.

_____ Nonverbal behaviors are described.

_____ There are maps included in the units that warrant them.

_____ There is a full-page, clear map of each country in which the foreign language is spoken.

_____ There is time allotted to the study of contemporary youth.

_____ The cultural material is current.

_____ The cultural information presented would be of use to the student if he/she ever traveled or lived abroad.

_____ The material on culture is presented in the foreign language where appropriate.

Reading Material

_____ The reading material is of proper interest level for high school age students.

_____ The reading material is natural/not contrived.

_____ The socio-cultural aspect of the people is integrated into the reading materials.

_____ The reading material comes in varied forms (not all in dialogue form, for example).

_____ A variety of topics are covered.

_____ There is coverage of a number of countries in which the foreign language is spoken.

_____ The readings are ranged from easy to more difficult.

_____ There is reading material presented that does not deal directly with the grammar being presented in the unit.

_____ There are reading passages that are linked with the chapter content.

_____ There is reading material presented for the sole purpose of skill development.

_____ There is some exposure to foreign literature (excerpts from short stories, poems, plays, etc.).

_____ The reading materials reflect current language usage.

General Considerations

_____ Units in the text are presented on a thematic basis.

_____ There are color photos of high quality in the text.

_____ There is a useful index at the end of the book that includes verb conjugations, vocabulary, and grammatical structures.

_____ There are drawings or pictures used to illustrate vocabulary words where appropriate.

_____ The text weight and size are feasible for locker space.

_____ The text is appealing aesthetically.

_____ The text will endure for the adoption period.

Sample 5

Textbook Evaluation for Latin*

Title _____ Level _____

Publisher _____ Copyright Date _____

Scale: (Poor) 1 2 3 4 5 (Excellent)

_____ To what extent do the materials use consistent acceptable terminology in the presentation of grammatical concepts?

_____ To what extent are the materials "real" Latin as opposed to "made" Latin?

_____ To what extent are the directions and explanations clear and precise?

_____ To what extent do the materials provide an opportunity to develop the reading skill by utilizing all four skills (listening, speaking, reading and writing)?

_____ To what extent do the materials contain sufficient exercises to develop the student's grammatical and syntactical skills?

_____ To what extent do the materials contain sufficient activities to develop the student's English vocabulary skills?

_____ To what extent are the materials presented culturally authentic?

_____ To what extent do the materials contain cultural presentations which reflect the everyday life of the target culture?

_____ To what extent is the cultural content integrated with the linguistic and skill content?

_____ To what extent do the materials follow a logical, sequential development (is there a progression of difficulty, re-entry of vocabulary, etc.)?

_____ To what extent could the materials normally be mastered in the time allotted?

_____ To what extent do the materials provide a variety of learning activities?

_____ To what extent can the materials be adapted to fit varying student needs?

_____ To what extent is the content of the materials appropriate to motivate student interest by avoiding a single theme such as war, military affairs, mythology, etc.?

* Lorraine A. Strasheim, "1983 Language Arts Textbook Adoption Evaluation Questions for Latin," Indiana University Office of School Programs.

_____ To what extent are the materials designed to be compatible with instructional alternatives such as individualized instruction, mini-courses, multilevel classes, small group activities, etc.

_____ To what extent do the materials provide learning for the student along with suggested activities and learning processes to achieve these objectives?

_____ To what extent do the supportive materials (workbooks, tapes, slides, tests, etc.) correlate with the basic materials? (If no supportive materials, mark "1").

_____ To what extent does the teacher edition explain the intended use of the various components of the materials? (If no teacher edition is provided or if teacher edition is merely an answer key, mark "1").

_____ To what extent do the materials promote a positive self-image for students of all socio-economic groups?

_____ To what extent do the materials favorably portray a variety of roles for members of both sexes?

_____ To what extent do the materials provide for the development of healthy attitudes and values?

Evaluating Student Performance

The discussion of classroom testing, especially in a state curriculum guide, is a thorny issue. Classroom tests must be tailored not only to broad statewide standards, but also to fit practical constraints of individual teaching situations. Class size, instructional facilities, or teaching loads often influence teachers to use tests that can be administered easily and graded quickly. Often the need for efficiency undermines the effective assessment of student progress in reaching the goals and objectives teachers set for their programs.

Yet, it is clearly recognized that there is a vital link between teaching and testing; for the effectiveness and credibility of foreign language programs, teachers need to test what they aim to teach. In view of situational constraints, then, teachers need to develop tests that are both practical and follow the philosophy and goals of their curriculum. This section will suggest ways to develop a classroom testing program toward the goals and objectives set forth in this guide.

Purposes of Testing

Testing is often divided into two main types: achievement testing and proficiency testing. Achievement testing is classroom-specific in that it is limited to a set amount of the material taught and graded in terms of teacher expectations, or against the results of other students taking the same test. Proficiency testing exceeds the bounds of the classroom in its scope and measures learner ability against an absolute standard, such as the ability of a native speaker of the language being tested.

This curriculum guide is based on the criterion of functional language use, that is, what learners can do in the foreign language—the real test of language learning.

This curriculum guide is based on the criterion of functional language use, that is, what learners can *do* in the foreign language—the real test of language learning. In this guide, use of the foreign language is considered in the four skills of reading, listening, writing, speaking, with culture and grammar integrated in each area. Tests, then, should measure these skills in approximations of authentic situations.

Scope of Testing

In analyzing tests from a functional perspective, there are three important questions to consider.

Knowledge or Usage

Do the tasks tested require *knowledge* or *use* of language? Knowledge includes both memorized information, such as which past participle goes with which infinitive, and comprehension of concepts, such as whether the preterit or imperfect is used for habitual action. Use involves a context, however minimal, such as asking students to enumerate items to be

bought, or to recount what they did the previous night. Similarly, asking when the French or the Germans shake hands measures knowledge of culture, while a role-play in which students greet someone and shake hands actively involves cultural aspects. Many of the tests teachers give aim to assess both knowledge and use; this is appropriate since, for foreign language students, knowledge is prerequisite to correct usage. The philosophy and goals of a foreign language curriculum should reflect a balance between tasks designed to measure knowledge and tasks designed to measure use. This guide suggests that the testing emphasis should be on functional language use.

. . . testing emphasis should be on functional language use.

Single or Combined Skills

Do the tasks tested require ability in a single skill area or in a combination of skill areas? Traditional testing often asks students to perform in more than one skill area at a time: to *listen* to a dictation and *transcribe* it correctly, to *understand* a question and *write* a response, or to *read* a passage and *write* a paragraph demonstrating comprehension. Integrative tests are realistic, of course, in that people are often required to use more than one linguistic skill at a time. With integrative tests, however, it is often harder to identify learning problems. Is the wrong answer to an oral question that requires a written answer due to a misunderstanding of the oral question or an inability to write the desired answer? Is a poor essay written in response to a reading task a result of poor reading ability or to a weakness in written expression? Teachers who wish to test skills separately, especially for diagnostic purposes, might consider multiple-choice and true/false questions as a means of assessing listening and reading, or they might even ask students to write answers in English. Although it is unnatural to mix languages, more accurate diagnostic information might then be obtained, as students typically perform at different levels in different skills. It is essential, especially when evaluating functional use in various skill areas, to consider carefully the demands of each task in the test in order to obtain a realistic picture of student performance.

Authentic Context

Do the testing tasks present language in as authentic a context as possible? Any testing situation, especially in a classroom, is somewhat contrived; yet, when evaluating functional language use, it is important to simulate authentic linguistic situations. Sentence-length questions, such as fill-in-the-blank exercises to test verbs with infinitives in parentheses, present language in a minimal context: it is often unnecessary for students to understand the sentence in order to conjugate the verb properly. Such exercises can be made more realistic by giving a choice of two or more verbs, to ensure that students read and understand the sentence.

Sample 6

Verb Choice Exercise

Je suis en retard et J' _____ (attendre/entendre/ apprendre) le bus depuis 10 minutes. [I am late and I _____ (to wait for/to hear/to learn) the bus for 10 minutes.]

In order to ensure comprehension and offer a more complete context in a more authentic linquistic situation, verbs to be used in a paragraph can be presented in a list accompanying the paragraph. In grading such items, credit can be given both for choosing an appropriate verb (a reading/vocabulary task) and for correct completion of the blank (a writing/grammar task).

Sample 7

Verb Comprehension Exercise

Complétez les phases suivantes par la forme correcte du verbe qui convient (présent, futur proche, impératif). [Complete the following sentences with the correct form of the appropriate verb (present, immediate future, imperative).]

C'est lundi matin. Anne et Marc parlent de leurs projets pour le weekend.

avoir	**avoir envie**	**demander**	**devoir**	**être**
pouvoir	**sortir**	**vouloir**	**parler**	**faire**

[It is Monday morning. Anne and Marc are talking about their plans for the weekend.

to have	to feel like	to ask	to need	to be
to be able	to go out	to want	to speak	to do]

Anne: **Marc, qu'est-ce que tu _____ ce weekend? _____ -tu aller voir un film allemand vendredi soir?** [Anne: Marc, what _____ you _____ this weekend? _____ you _____ to go see a German film Friday evening?]

Marc: **Bien sûr que non! Je _____ avec Mireille vendredi soir et elle ne _____ pas allemand. Nous _____ d'aller au concert à Paris.** [Marc: Of course not! I _____ with Mireille Friday evening and she _____ not _____ German. We _____ going to the concert in Paris.]

Anne: **Malheureusement tu ne _____ pas aller à Paris. Ta voiture est chez le mécanicien! _____ à Mireille si elle a une voiture!** [Anne: Unfortunately you _____ not go to Paris. Your car is in the repair shop. _____ Mireille if she has a car!]

The answers to the three key questions presented above determine the types of tests teachers give and thereby the degree to which teachers truly measure progress toward the objectives of their courses. As the above examples suggest, discrete-point tests tend to measure knowledge and skill in a minimal context. Global or hybrid tests (mixture of discrete-point and global tasks) more closely approximate communicative language use, in that items are more open-ended and are presented in context. Unfortunately, time constraints often inhibit teachers from giving global or hybrid tests, because they often take more time to grade. Teachers might use a sequence of discrete-point and global tests, through which students progress from demonstrating knowledge and limited usage in a minimal context toward demonstrating functional usage in a more authentic context. Such a sequence can direct student learning while saving teachers time over the marking period.

Testing Speaking

From a practical point of view, the most difficult type of test to implement is the speaking test. Yet, in a curriculum that emphasizes oral skills, students' speaking needs to be tested to give them feedback on their progress, and to underscore the importance of learning to speak the language.

Although this guide is based in part on the ACTFL guidelines, the ACTFL interview is neither the most appropriate nor the most practical means of testing students' speaking ability. The ACTFL interview is a proficiency test. As such it is designed to measure large differences in ability; it is not a fine enough instrument to measure week-to-week learning. The ACTFL interview takes from 10 to 30 minutes per student and therefore would be impossible to use in the typical school setting. However, the tasks presented in the ACTFL interview can direct teachers in designing oral achievement tests to meet the practical constraints of schools.

At early levels of proficiency, the key tasks of the ACTFL interview are to identify objects, list memorized material such as the days of the week, ask and answer basic questions ("Who?" "What?" "When?" "Where?"), to do simple role-plays involving common situations encountered in the target culture, and present monologues on familiar topics (e.g., family or leisure activities). These tasks are suggested as language-program objectives in this guide.

In order to accomplish oral testing, teachers might consider giving "one test" on several occasions over a marking period. In this way they can include a variety of tasks without taking too much class and instructor time. For example, one week students might be asked, during class, to identify a series picture. Students receive points for identifying the picture and perhaps also for making appropriate corrections of classmates' answers. Rewarding students for making corrections keeps them involved during the entire testing process. Another week, part of a class period might be devoted to oral question/answer in which some students ask questions from cue cards (e.g., a picture of a sun to cue

weather questions) and other students answer. Points could be given both for the question and the answer, as well as extra points for corrections. Grading here might be based on three features: appropriateness, correct grammar, and pronunciation/fluency.

Later students might work in pairs or triads to do a prepared or spontaneous role-play, such as "You call to invite a friend to dinner. Tell him or her when to come, what to bring, and where you live." Role-plays can be performed over several days and points given. A simpler version of a role-play involves one student reading a situation and another making a response appropriate to that situation. For example, one student reads, **"Vous êtes à Paris. Vous allez à la gare pour prendre un train à Nice. Achetez un billet et demandez quand le prochain train part."** ["You are in Paris. You go to the station to take a train to Nice. Buy a ticket and ask when the next train is leaving."] Another student responds, perhaps as follows: **"Un aller simple pour Nice, s'il vous plait. C'est combien? A quelle heure part le prochain train?"** ["A one-way ticket to Nice, please. How much is it? When does the next train leave?"] In this exercise, points can be given both for the oral reading and for responding to the situation. Contexts may be chosen to encourage application of cultural information. Later in the marking period, students might give an explanation, tell a story, describe a vacation, or define future plans and goals. Classmates would listen to the monologues and ask questions of the speaker. Points would be given for the monologue and for asking and answering questions. By the end of the marking period, each student would have accumulated points that could equal the points allotted for a major exam. In this way, oral assessment is treated more as a classroom activity than as a traditional test; it is spread over many class periods instead of being assigned to a single period, and it is more a social activity than a solitary one. However, the grade is substantial and the message is clear: the oral segment of the course is important to the final grade.

Testing Writing

To teach and test writing functionally, teachers should ask students to produce some extended composition on their own.

To teach and test writing functionally, teachers should ask students to produce some extended composition on their own. Testing writing is, of course, time-consuming, especially in grading. Much current research suggests that it is less important to mark all errors in student composition than to have students write frequently. Composition, then, is probably more appropriate to directed classwork and in homework than to testing. To ensure that students properly respect this aspect, grades on assignments can certainly be weighted to equal those of tests. To improve student performance and to facilitate grading, teachers can direct students through several drafts, making only a few brief comments on key points, and, if class atmosphere permits, having students work with classmates to identify some errors and clarify style. Grading of the final draft might be simplified by using three categories:

- effectiveness of communication;
- content expressed and vocabulary used;
- control of grammar, spelling, and punctuation.

Testing Listening and Reading

The two receptive skills are more difficult to assess and thus testing them is often neglected in the classroom. The major problem is that testing these skills generally involves writing, with the risk that the focus is on the written answer rather than on listening or reading. As noted earlier, responses to a reading or a listening text can be multiple-choice, true/false, or given in English to limit the test to a single skill. If teachers desire to combine skills, they can ask students to write a brief ending to a longer story or dialogue, and weight grading so that more points are given for demonstrating understanding through an appropriate answer than for the accurate form of that answer. Dictation is perhaps the most widely used integrative exercise for testing comprehension of a spoken text, although it necessarily involves correct transcription. Traditional exact-word grading places the emphasis on the written form rather than on the substance of the message. The focus of dictations can become more evenly distributed between oral understanding and written transcription if both aspects are graded equally by giving points for capturing the meaning of a phrase or sentence, even if words are spelled or verbs conjugated incorrectly, and giving points for grammatical and orthographic accuracy.

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Further development is necessary of testing strategies for listening and reading. Since listening and reading skills are receptive, students have no control over the vocabulary and grammar involved in the message. Yet since it is through listening and reading our students continue to learn foreign languages beyond the classroom, it is especially important that they have a firm foundation in these two skills. These skills, which can be tested quite efficiently, are often neglected in favor of the two skills that require more time and effort to assess. Teachers need to develop effective and varied means of functionally assessing the abilities to read and understand speech in order to promote development of these skills.

It is important to recognize and develop the link between teaching and testing; through a testing program, teachers discern the degree to which students have accomplished objectives. Then they can direct students' learning to unmet objectives. This guide suggests teaching for functional language usage in all four language skills, with the integration of culture and grammar. In implementing such a curriculum, teachers need to design and scrutinize tests to ensure they measure students' abilities to function in each skill in a culturally authentic context.

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*Glossary**

Audiolinqual Method. See *mim-mem method.*

Auditory Discrimination. Person's ability to distinguish between sounds in the target language and mother tongue and between sounds within the target language (e.g., between [s] and [sh]). A student cannot produce a sound unless he/she can hear it.

Automatic Pairs. Certain parts of a question or answer may be taught in an automatic stimulus-response condition (e.g., "Are you?" is always answered by "I am"). This cuts down on interference and helps create correct sentences.

Backward Build-Up. Students often have trouble remembering sentences that exceed seven syllables. A useful technique to help them remember such sentences is *backward build-up.* A teacher using this technique divides the sentence into thought groups and teaches/drills the *last* thought group first. Thus, in the sentence, "I'm going to the movies with John," students repeat in this sequence:

— "with John" (several repetitions);
— "to the movies" (several repetitions);
— "to the movies with John" (combining the two in several repetitions);
— "I'm going" (several repetitions);
— then, "I'm going to the movies with John."

The advantages of this technique are: the students repeat phrases *toward* material already learned (they are not likely to falter at the end of the sentence); the thought groups are practiced in isolation and then combined, breaking the learning task into smaller, manageable learning units for in-depth practice; intonation can be worked on when adding new thought groups.

Note that backward build-up is combined with frontward build-up ("to the movies with John") as this represents a more natural and realistic sentence. However, students still have the psychological security of repeating toward known material while repeating the new element right after the teacher.

Check Phase. After students have drilled and practiced material, the teacher and the students should find out if the learning goal was achieved. The teacher checks on the progress made during the drill phase in one of several ways, such as the following.

- Calling on individuals to produce a sentence or vocabulary item, noting their pronunciation and fluency
- Fading the cue—i.e., giving a one-word cue, such as "book," for which students produce, "It's a book," as opposed to straight repetition of the sentence after the teacher
- Asking a final, general question at the end of a pattern practice to elicit as many variations as students can make—e.g., after drilling "I'm going to the store, . . . the bank,

* Adapted from Department of Public Instruction manual *Videotape Inservice Program on Teaching Second Languages*, Madison: June 1977, written by Constance K. Knop.

etc.," asking "Where are you going?" to see if students have retained variations and/or can devise new examples on their own

- Giving a written application exercise—e.g., after drilling the negative of past-tense sentences, giving an exercise with negative sentences in the present tense to be transformed into the past tense, making sure that the sentences are different from those drilled in the pattern practice so that transfer, not memory, is required of students.

For example, the teacher could give the following cues, with the students repeating immediately after the teacher.

—"I'm looking at Robert Redford. I'm looking at him."
—"I'm looking at the teacher. I'm looking at him."
—"I'm looking at the girl. I'm looking at her."
—"I'm looking at the woman. I'm looking at her."
—"I'm looking at Mary. I'm looking at her."

In a faded cue, the teacher simply says, "the boy," "the man," "the woman," "the teacher," and the student or students produce the two sentences. To fade the cue even more, the teacher could simply point to a person, picture, or object, requiring the students to recall the vocabulary and make the sentences with changes entirely on their own. This is a check on students' progress and learning. It also makes the drill more challenging and interesting to students.

Fading the Cue. See *check phase*.

Feedback. A type of reinforcement in which the teacher provides the correct response *immediately* after the response of the student(s). Feedback must be given with all choral work in which the students have been changing the teacher's cue, letting them know immediately whether they have performed correctly. Usually the students repeat the response again after receiving feedback from the teacher; this allows them to reinforce the material (if they have performed correctly) or to correct their performance (if they have made an error).

Fit. The stage in developing reading ability in which the students associate sounds with written symbols (e.g., in French [vu] is spelled **vous**, in English [at] is spelled *ate*). Once the students have associated orally memorized materials with their graphic symbols, they then learn regularities, problems, and irregularities in the sound-spelling relationship.

Functional Grammar. The language structure a student uses correctly and appropriately in a situation without knowing all of the reasons and/or rules for their forms or usage (e.g., a student will use "I don't know" appropriately without knowing rules for negation, person-verb agreements or contraction). Functional grammar is the basis of inductive grammar learning.

Functions. Types of interactions that people engage in for everyday communication. For example: greeting others, inquiring, expressing agreement or disagreement, complaining, expressing approval, expressing confusion, etc.

Gouin Series. A Gouin series consists of six to eight sentences in a monologue that describe the actions in a cultural act (e.g., making a telephone call). Using a Gouin series decreases interference and the need to translate, as students can infer meaning from the

actions. Doing the actions while describing them reinforces the language patterns and their meaning.

Guided Composition. The teacher directs the students' original writing activities by suggesting vocabulary, topics, points of view, length, analogous passages, etc. This stimulates but also controls the writing activities.

Inductive Grammar. On the basis of eight to ten examples and with the teacher's guidance, the students formulate a rule to describe the structures and/or change in structure that they have been practicing. Then they apply the rule to analogous structures. By contrast, in deductive grammar, the students learn rules and they try to make up sentences that conform to the rules.

Langue and Parole. *Langue* refers to the total fund of words, expressions, and phrases shared and understood by a group of people. *Parole* refers to the choices the individual makes from the langue reservoir. Students rely on the teacher to provide them with langue in the target language. Once this is done, students must be led to make a parole choice, personalizing the langue they have learned or applying it appropriately to different situations.

Mental Set. In a mental set, the teacher creates an awareness and understanding of the problems and tasks to be faced and suggests means of solving them. This creates readiness for performing and motivates students to perform since students work better if they understand the purpose and mode of their study. In foreign language learning, the teacher should create a mental set regarding the problems involved in learning another language, ways to go about studying, homework, class activities, exercises, etc. Explaining the overview of an activity is an example of creating a mental set.

Mim-Mem Method. The *mimicry-memorization* method consists of five steps in language learning.

- Recognition—The teacher presents the model to be learned and clarifies its meaning.
- Imitation—The teacher sets the model and the students repeat after him/her.
- Repetition—The students repeat the material by themselves.
- Variation—The basic structure is changed in a systematic way.
- Selection—The students individually use the structure with one of its variations.

Mnemonic Devices. Memory-triggering cues to help recall rules or grammatical concepts (e.g., "*i* before *e* except after *c*"). They help reinforce and recall patterns in the language.

Notions. Topics, meanings, and situations involved in everyday speech acts, involving functions and discourse. For example, students may carry out a *function* (like complaining) regarding *different notions* (e.g., a test in the classroom; a mistake on a restaurant bill; receiving the wrong order in a restaurant).

Overview. The introduction to a new activity. The teacher helps students focus on the topic and purpose of the activity, the mechanics of the activity (what students are to say or do during the activity), and the learning outcome. The overview is useful for helping students know what they are to do, and *why*. It creates readiness and motivation for a

learning activity. The overview is usually followed by a *prime phase*, *drill phase*, and *check phase*. The following are examples of overviews.

> Today we're going to learn how to buy a can of soup in a grocery store. I'm going to act out some sentences and say the sentences for you. You listen to the sentences first; then act out the sentences while I say them. Afterwards, you're going to act out *and* say the sentences on your own. Listen carefully so you'll be ready to say the sentences by yourself.

> Today we're going to learn to make sentences that say "no," sentences that are negative. I'm going to say some "yes" sentences, like, "I have finished the book," and you're going to change those sentences to say "no." First we'll practice some examples together, and then you'll make the changes on your own, so listen very carefully to the examples.

Parole. See *langue*.

Passive-Active Learning. Passive learning refers to learning acquired by listening and reading that requires comprehension from the student. Active learning refers to learning through speaking and writing skills in which the students must produce the language and patterns on their own. The amount of passive learning and knowledge exceeds and must precede the active learning. These terms are also called *receptive* and *productive* skills.

Passive-Active Roles. In the presentation of new materials, the students take on the passive roles of listening and comprehending, while the teacher has the dominating role of providing comprehension and setting the patterns. The teacher gradually assumes the passive role of listening and correcting while the students begin to take on the active role of performing in the language. Each lesson must progress through this sequence so that students comprehend and observe a correct model, but also have a chance to practice and internalize the new materials.

Patterns of Culture. Linguists have pointed out that cultures, like languages, use patterns of behavior and values that function within a culture but do not transfer successfully across cultures. Points of interference between two cultures must be given special notice and explanation. Gouin series are useful for presenting the behavior appropriate to a given cultural act.

Phonemic Pairs. Two words that contain only one sound difference are called phonemic pairs when this sound difference makes a difference in meaning (e.g., in French, **vous** and **vu**; in English, *lit* and *let*). Phonemic pairs are used to concentrate the students' attention and critical listening on important sound differences that change and affect meaning.

Phonetic and Phonemic Differences. *Phonetic* differences refer to sound differences that do not change meaning (e.g., in French [et] and [ete] are both pronunciations for **était**; in English, [root] and [root] are phonetic differences in the pronunciation of *root*).

Phonemic differences refer to sound differences that change meaning (e.g., in French [bo] and [bô], in English [hat] and [hot]).

Prime Phase. After the teacher has given an overview to an activity, he/she usually goes on to prime students for that activity. In the prime phase, students review information or structures needed to be able to perform during the activity. For example, if the learning activity is a dialogue dealing with getting lost, the teacher might review expressions like "to the right," "straight ahead," "a block," etc. Or, if the activity deals with the negative of the past tense, students might first repeat some sentences in the past tense to help them remember its formation.

In the prime phase, students might also practice crucial new items in isolation, e.g., practicing three-to-four new vocabulary items regarding the grocery store, or the pronunciation of *haven't* before using the negative past tense. Usually the teacher also has students practice one or two examples of how the drill is to proceed; then students are more likely to make correct answers in the rest of the drill.

Recognitional Grammar. At the recognitional grammar level, students are aware that changes in form and word order affect meaning. They understand and even react to these forms and syntax patterns but do *not* use them actively. Recognitional grammar is usually developed through hearing and reading practice. The following are examples of recognitional grammar.

- Students may follow commands ("Stand up" "Go to the board") without formal study of *how* to form commands, and without assigning the forms grammatical terminology. Nevertheless, they recognize these as imperatives, respond to them, and may even begin to use them in an appropriate situation after hearing them used repeatedly in that situation by the teacher.
- Students may respond to question forms ("Is Mary absent?" "Is the book on the table?") with just "yes" or "no," showing that they understand that the inverted form requires an answer, but without being able to formulate or verbalize rules for question making.
- Students may respond to singular/plural auditory cues, such as "Show me the book" versus "Show me the books," before producing singular/plural changes on their own. Drills such as these employing auditory discrimination and focusing on meaningful grammar cues (e.g., addition of *-s* to a noun) should be used before moving to oral production drills.

Singular/plural forms and question forms might also be pointed out in a reading passage, with the teacher asking, "Is that one or two when it says *books*?" or "Is this person asking a question or just saying a sentence?"

Recognitional grammar establishes the meaning and usage of forms and word-order sequences before students are asked to produce them in functional grammar. Because they have encountered these forms/word order, students realize they exist and are important in the language; thus, they are more motivated to memorize and use the forms and syntax even when practicing in pattern drills. Recognitional grammar reduces the learning load in grammar drills; students already have heard, understood, and are aware of the structure; now they just need to learn to produce it. The preceding comments indicate how important it is that the teacher:

- conduct classes entirely in the target language, laying a foundation of heard and understood forms/syntax;
- require students to act out or respond to commands or questions to check whether they understand the grammatical implication of the structure;

• include grammar identification as part of reading explanations to help comprehension and make students aware of recurring forms, their meaning and usage patterns.

Students usually move next to the level of *functional grammar* (see definition).

Re-cue. The teacher repeats the cue-stimulus to students when:

• they have not reacted to the cue and the teacher believes that hearing it again will help them;

• they have made a mistake in their answer, and the teacher believes the original cue will help them correct themselves; and

• they have made a mistake and have practiced the corrected form. In this instance, the teacher re-cues to be certain that the students can give the correct answer to the original cue, not just repeat a correction.

Re-entry. The reappearance of learned materials for additional practice and drill. Whereas review refers to relearning exactly the same materials in the same situation, re-entry means that the same sentence is used again in a new situation or dialogue or that the same basic pattern is reused with a slight variation because of a new situation. Dates, time, and weather are examples of re-entry, as questions can be asked about them on different days, with the situation-changes in the pattern. In *Language Teaching: A Scientific Approach* (New York, 1965), Robert Lade states that "other things being equal, the length of time that a response may be remembered, i.e., recalled at will, increases by a ratio of two or three times the length of time preceding its previous correct exercise with intent to learn." This is the rationale behind re-entry.

Register. The various levels of language use such as formal versus informal, polite versus impolite, or vulgar versus refined speech. For example, in English shouting, "Hey, you there," to get someone's attention versus addressing a judge in court by saying, "Your honor, I wish to point out . . . ." Also, the various grammatical changes in the second person in French, German, and Spanish are examples of register.

Reinforcement. Anything that is done to assure the recurrence of the students' correct performances. In foreign language learning, reinforcement includes straight repetition; repetition in a varied way; review; re-entry; re-doing the materials in all four skills (hearing, speaking, reading, writing); pattern practices on a structure; feedback; homework; and work in the language laboratory.

Reward. The teacher's reaction to students' performances that lets them know how they have performed and encourages them to work and perform correctly again. Reward techniques may include a smile, a verbal reaction ("Right," "Very good," "Excellent"), fair testing, letting students do something they enjoy (songs, games), etc. Rewards may also carry out *functions*, like expressing surprise ("Really?" "Is that true?"), agreement ("Me, too!" "So do I!"), or seeking more information ("Which film?" "At what time?").

Syllabus. A written curriculum or course of study, often for a given time period such as a school year or semester. A *functional-notional* syllabus is based on everyday speech acts and topics which are considered to be of high frequency usage in the target culture.

"Teaching the Answer." The teacher tries to cut down errors by preparing questions for which the students already know the answer, either through automatic pairs ("Are you . . . I am"); through analogy ("I have finish*ed*, therefore, I have walk*ed* . . .," "I have

listen*ed*," etc., for all regular past-participle verbs); or through repetition and drill on the answer before the question is asked. One of the most common reasons for errors is a teacher asking questions for which the students are not linguistically prepared.

"Test as You Teach." Materials should be tested in the same skill areas and/or in the same approach as they were taught. If vocabulary was only presented orally, students should not be expected to read or write it in a test. If information was presented but not drilled, it should be tested as recognitional knowledge, not recall knowledge.

Transfer. See *check phase*.

Varied Repetition. Varying the repetition is important because, while it carries out the basic means of language learning (repetition), it keeps the students' attention and helps decrease boredom. Some means of varying repetition are choral/group/individual repetition, speed-up drills, chain drills, backward build-up, redoing oral work in written form.

Whole-Parts-Whole. The process of presenting an entire dialogue or sentence to be learned, breaking it into individual segments for practice, and repracticing the entire utterance or dialogue. The term also refers to the technique of having the entire class practice in unison, then calling on different groups (first row/second row/third row, etc.), and then the whole class again.